New York State Education Department

2022-2023 Renewal Site Visit Report for BoR-Authorized Charter Schools under the 2015 Charter School Performance Framework

Lois and Richard Nicotra Early College Charter School

Renewal Site Visit Date: November 29, 2022
Date of Final Draft Report: May 9, 2023
Date of Final Report: May 15, 2023

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SCHOOL DESCRIPTION

Name of Charter School	Lois and Richard Nicotra Early College Charter School
Board Chair	Jill Patel
District of location	NYC CSD 31
Opening Date	Fall 2018
Charter Term	Initial Term: August 1, 2018 - June 30, 2023
Current Term Authorized Grades/ Approved Enrollment	Grades 8 - 12 / 403 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	Grade 8 - 12 / 369 students
Facilities	1441 South Avenue, (CCS 3), Staten Island, NY 10314 - Private Space
Mission Statement	*The Lois & Richard Nicotra Early College Charter School (NECCS) is designed to provide an innovative pathway to college graduation for all students, including those with special needs or who are economically disadvantaged, that is both academically accelerated and more economically feasible than a traditional pathway to college graduation. NECCS is designed to fully integrate students living with emotional challenges as well as those with other disabilities in all classes and activities. Full integration of students empowers them to break down barriers through the power of their daily academic and social experience, enabling them to develop the academic skills, emotional fluency, and confidence required to be successful students today and thoughtful, open-minded leaders of tomorrow. In fostering both the academic and emotional growth of all students, NECCS serves as an innovative educational model.*
Key Design Elements	- Admission by lottery with a focus on reaching students historically underrepresented in higher education; - Admission in eighth grade and an optional fifth high school year; - Multiple summer sessions designed to accelerate progress towards high school graduation and college readiness; - A unique division of our program between an innovative high school setting and a four-year college campus setting; - A career-focused curriculum that allows students to choose between two pathways: Law Enforcement and

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[1] The information in this section was provided by the NYS Education Department Charter School Office.

	Criminal Justice or Business within small classes capped at seventeen students; and ● A focus on student social-emotional learning through a Wellness Program and campus-based Early College Posse.
Requested Revisions (Revisions are not approved unless approved by the Board of Regents)	● Amend its organizational chart to reflect significant changes; ● Decrease its authorized enrollment from the currently approved 403 students to 369 students; ● Remove the Key Design Element from the school's charter mentioning specific numeric class sizes while maintaining small classes of fewer than 20 students; and ● Amend the Key Design Element language in the description "Innovative Charter" to include "In instances where dually certified teachers cannot be hired, a classroom will have a content teacher and a special education teacher working as a team in order to ensure that all students with disabilities receive instruction from a special educator as well as a content teacher within their integrated classrooms for at least 60% of the normal school week."

Noteworthy:

Lois and Richard Nicotra Early College Charter School (Nicotra) is designed as an early college access school for all students, including students that may be disadvantaged by economic, learning, social-emotional or other challenges. The school aims to reserve 35 percent of its enrollment for special education students and offers all its students the academic and social-emotional support needed to earn a high school Regents degree as well as the opportunity to earn college credits through a partnership with St. John's University (SJU). In its fifth year of operation, Nicotra is making progress toward implementing its mission.

Renewal Outcomes

Pursuant to the Board of Regents Renewal Policy, the following are possible renewal outcomes:

● **Full-Term Renewal:** A school's charter may be renewed for the maximum term of five years. For a school to be eligible for a full-term renewal, during the current charter term the school must have compiled a strong and compelling record of meeting or exceeding Benchmark 1, and at the time of the renewal analysis, have met substantially all other performance benchmarks in the Framework.

● **Short-Term Renewal:** A school's charter may be renewed for a shorter term, typically of three years. As discussed above, the Regents will place an even greater emphasis on student performance for schools applying for their second or subsequent renewal, which is consistent with the greater time that a school has been in operation and the corresponding increase in the

quantity and quality of student achievement data that the school has generated. In order for a school to be eligible for short-term renewal, a school must either:

(a) have compiled a mixed or limited record of meeting Benchmark 1, but at the time of the renewal analysis, have met substantially all of the other performance benchmarks in the Framework which will likely result in the school's being able to meet Benchmark 1 with the additional time that short-term renewal permits, **or**
(b) have compiled an overall record of meeting Benchmark 1 but falls far below meeting one or more of the other performance benchmarks in the Framework.

- **Non-Renewal:** A school's charter will not be renewed if the school does not apply for renewal, or the school fails to meet the criteria for either full-term or short-term renewal. In the case of non-renewal, a school's charter will be terminated upon its expiration and the school will be required to comply with the Charter School Office's Closing Procedures to ensure an orderly closure by the end of the school year.

Please Note: The Regents may include additional terms, conditions, and/or requirements in a school's Full-Term or Short-Term Renewal charter to address specific situations or areas of concern. For example, a school may meet the standards for full-term renewal or short-term renewal with regard to its educational success but may be required to address organizational deficiencies that need to be corrected but do not prevent the Regents from making the required legal findings for renewal. A school may also meet the standards for full-term renewal or short-term renewal of only a portion of its educational program (e.g., for the elementary school program, but not the middle school program). Such additional terms and/or requirements may include, but are not limited to, restrictions on the number of students and grades to be served by the school, additional student performance metrics, heightened reporting requirements, or specific corrective action

SCHOOL CHARACTERISTICS

Current Grade Levels and Approved Enrollment

	Year 1 2018 to 2019	Year 2 2019 to 2020	Year 3 2020 to 2021	Year 4 2021 to 2022	Year 5 2022 to 2023
Grade Configuration	Grades 8 - 9	Grades 8 - 10	Grades 8 - 11	Grades 8 - 12	Grades 8 - 12
Total Approved Enrollment	144	231	315	373	403

Proposed Renewal Term Grade Levels and Proposed Enrollment Requested by the School[2]

	Year 1 2023 to 2024	Year 2 2024 to 2025	Year 3 2025 to 2026	Year 4 2026 to 2027	Year 5 2027 to 2028
Grade Configuration	Grades 8 - 12	Grades 8 - 12	Grades 8 - 12	Grades 8 - 12	Grades 8 - 12
Total Proposed Enrollment	326	369	369	369	369

METHODOLOGY

Purpose of the Renewal Report

The primary purpose of the renewal site visit to Board of Regents-authorized charter schools is to supplement and validate the information collected over the charter term by the New York State Education Department (NYSED) Charter School Office (CSO). This information is used to inform the action taken by the Board of Regents to approve, modify, or disapprove the charter school's request for renewal. In advance of action by the Board of Regents, the CSO prepares a renewal recommendation that is based on the school's performance in three broad areas:

1. The school's **academic success** and ability to operate in an educationally sound manner;
2. The school's **organizational viability** and ability to operate in a fiscally sound manner; and
3. The school's faithfulness to the terms of its charter and **adherence to applicable laws and regulations**.

In addition, NYSED, on behalf of the New York State Board of Regents, is a community-based authorizer committed to principles of equity and access for all students across New York State. Community-based authorizing is based on the principle that community stakeholder voice, and response to community need, is an integral component of charter school decision making at all levels. During the renewal visit, the CSO will look for evidence of community voice across the school from governance to the educational program, as well as a commitment to the principles of diversity, equity, and inclusion, in the school's policies and practices.

A one-day remote renewal site visit was conducted at Nicotra on November 30, 2022. The New York State Education Department's Charter School Office (CSO) team conducted interviews with the board of trustees, school leadership team, parents, students, and teachers. In cooperation with school leadership, the CSO administered anonymous online surveys to teachers, students, and parents.

The team conducted six classroom observations in Grades 8 – 12. The observations were approximately 15 minutes in length and conducted jointly with the executive director, school principals, leadership coaches, vice-president of education. NYSED utilizes the CSO's Classroom Observation Worksheet as a

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[2] This proposed chart was submitted by Lois and Richard Nicotra Early College Charter School in its renewal application. It is subject to change pending the final renewal recommendation and approval by the Board of Regents.

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lens for classroom observations. It is shared with the school prior to the site visit, and can be found in the [Renewal SV Protocol](#).

The documents and data reviewed by the team before, during, and after the site visit included the following:

- **Current 2022-2023 organizational chart;**
- **A 2022-2023 master school schedule;**
- **Board materials (roster and minutes) and a narrative describing the board's self-evaluation process;**
- **2022 NYCDOE School Quality Reports showing survey results for Parents, Students, and Teachers (CSO is unable to ascertain the validity of the aggregate results of the NYCDE surveys as the response rates are not published);**
- **2021 CSO Annual Survey of Charter Schools Parents/Guardians, Teachers, and Students**
- **Current school policies, including the discipline policy, complaint policy, enrollment and admissions policy, and by-laws;**
- **NYSED Attachment 1: 2022 NYSED Charter School Information Dashboard;**
- **NYSED Attachment 2: Charter School Fiscal Accountability Summary Dashboard;**
- **Admissions and Waitlist information;**
- **2021-2022 Faculty/Staff Roster;**
- **Fingerprint Clearance Certificates for all instructional and non-instructional staff;**
- **School-submitted Annual Reports during current charter term;**
- **School's 2022 Self-Evaluation Tool;**
- **Prior CSO monitoring reports (mid-term);**
- **School's SY 22-23 Renewal Application;**
- **School's 2021 Notices of Deficiency/Concern;**
- **School's Family and Student Handbook;**
- **School and ICS Websites;**
- **Lesson Plans submitted by classroom teachers during CSO site visit;**
- **ICS Board Meeting Minutes 2020-2022; and**
- **Teacher Observation Feedback Sample.**

BENCHMARK ANALYSIS

The 2015 Performance Framework, which is part of the oversight plan included in the Charter Agreement for each school, outlines 10 Performance Framework benchmarks in three key areas of charter school performance:

- Educational Success
- Organizational Soundness
- Faithfulness to Charter and Law

Observational findings from the review of the renewal application, supporting data, and the site visit will be presented in alignment with the 2015 Performance Framework benchmarks and Indicators according to the rating scale below. A brief summary of the school's strengths will precede the benchmark analysis. Each benchmark will be rated; and the report narrative will provide evidence-based information relative to each indicator.

Level	Description
Exceeds	The school meets the performance benchmark; potential exemplar in this area.
Meets	The school generally meets the performance benchmark; few concerns are noted.
Approaches	The school does not meet the performance benchmark; a number of concerns are noted.
Falls Far Below	The school falls far below the performance benchmark; significant concerns are noted.

For the site visit conducted November 29, 2022 at Nicotra, see the following Performance Framework benchmark ratings and narrative.

New York State Education Department
2015 Charter School Performance Framework Rating[3]

2015 Performance Benchmark		Level
Educational Success	**Benchmark 1: Student Performance:** The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher). **Note:** Due to the ongoing impact of the COVID-19 pandemic, the data used to formulate this rating has not been updated since the administration of the state 3-8 math and ELA Assessments in SY 2018-2019. Therefore, this rating does not reflect the efficacy of the school's academic program in SY 2019-2020 through the current academic year which is reflected in the Benchmark 2 and 3 ratings.	**Approaches**
	Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.	**Meets**
	Benchmark 3: Culture, Climate, and Family Engagement: The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.	**Meets**
Organizational Soundness	**Benchmark 4: Financial Condition:** The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	**Meets**
	Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	**Meets**
	Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.	**Meets**
	Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	**Meets**
Faithfulness to Charter & Law	**Benchmark 8: Mission and Key Design Elements:** The school is faithful to its mission and has implemented the key design elements included in its charter.	**Approaches**
	Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.	**Approaches**
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	**Approaches**

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[3] Charter schools authorized or renewed beginning in the 2019-2020 school year and thereafter use the 2019 Charter School Performance Framework, and all other charter schools use the 2015 Charter School Performance Framework until renewal. Refer to the appropriate framework for the applicable benchmark standards.

- Nicotra is in year five of operation and serves students in Grades 8 - 12. During its current charter term, the school is rated in the following manner: Meeting six benchmarks and Approaching four benchmarks. A summary of those ratings is provided below.

- **Summary of Areas of Growth and Strengths**:
  Nicotra is showing progress toward implementation of its mission to provide diverse students with academic and social-emotional support to attain a Regents degree and the opportunity to earn college credits while in high school. The school is serving a population of SWD, ELL, and ED students that reflects or exceeds that that of its district of location and approaches its own goals. Nicotra provides an inclusive learning environment, social-emotional and academic student supports, and coursework that is integrated with a specific career focus of business or criminal justice. It has an established partnership with St. John's University (SJU). In Year Four of the initial charter, Nicotra made schoolwide curricular changes to provide more effective instruction in preparation for higher education. Nicotra's 2018 cohort graduation outcomes exceed state performance standards.

- **Summary of Areas in Need of Improvement**:
  Nicotra has fallen short of its approved enrollment throughout the initial charter term, and is requesting a downward revision in the renewal term. The school has not met NYSTP Grade 8 ELA performance standards, although it appears to be trending in a positive direction. The CSO and NYSED Office of Audit Services have noted a number of compliance issues in the areas of financial management and reporting over the initial charter term, which continue to require monitoring. Also, Nicotra is not fully meeting all its chartered design elements and is requesting specified revision for the renewal term. Finally, SJU has announced that it plans to close its Staten Island campus after the 2024 spring term, and the implications of this decision on Nicotra's ability to provide an early college experience will require consideration and planning by Integration Charter Schools (ICS) into Year One of the renewal charter for this school.

Benchmark 1: Student Performance

> *The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency, and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).*

Finding: Approaches

Summative Evidence for Benchmark 1:

Over the course of this charter term the trajectory for this benchmark has been consistent as an Approaches because the school is not yet meeting the proficiency performance standard for Grade 8 ELA.

A comparison of the 2018-2019 and 2021-2022 NYSTP 3-8 assessments in ELA shows this school has improved from 36 percent of their students trending upward or maintaining proficiency to 57 percent, an increase of +14 percentage points.

Nicotra's overall performance on the NYSTP 3-8 Assessments was below that of the district of location (DoL) and the NYS overall performance in ELA (-18 percentage point differential to the DoL and -9 percentage point differential to NYS) and above the DoL and NYS for math (+11 percentage point differential to the DoL and +11 percentage point differential to NYS.)

Nicotra's most recent, 2018, 4-year cohort Regents outcomes exceed NYS in each subject area by an average of 8 percentage points. The school's on-track to graduate rates are above target. The first cohort graduation rate for the school was 94 percent, +7 percentage points above NYS.

See Attachment 1 for data tables and additional academic information.

Benchmark 2: Teaching and Learning

School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.

Finding: Meets

Element	*Indicators*
1. *Curriculum*	a. The school has a documented curriculum that is aligned to the NYSLS.
	b. Teachers use unit and lesson plans that introduce complex materials, stimulate higher order thinking, and build deep conceptual understanding and knowledge around specific content.
	c. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades.
	d. The curriculum is differentiated to provide opportunities for all students to master grade-level skills and concepts.
	e. The curriculum is systematically reviewed and revised.
2. *Instruction*	a. The school staff has a common understanding of high-quality instruction, and observed instructional practices align to this understanding.
	b. Instructional delivery fosters engagement with all students.
3. *Assessment and Program Evaluation*	a. The school uses a balanced system of formative, diagnostic and summative assessments.
	b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes.
	c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly.
4. *Supports for Diverse Learners*	a. The school provides supports to meet the academic needs for all students, including but not limited to: students with disabilities, English language learners, and economically disadvantaged students.
	b. The school has systems to monitor the progress of individual students and facilitate communication between interventionists and classroom teachers regarding the needs of individual students.

Academic Program for Middle School/High School:

- **MS (Grade 8):**
  - Entering Grade 8 students are assessed for high school readiness and then placed accordingly
  - *Engage NY* English Language Arts Curriculum
  - *The Writing Revolution* (TWR)
  - *Engage NY* Math Curriculum
  - *New Visions Curriculum* Living Environment
  - *NYC Passport to Social Studies* Curriculum
  - Response to Intervention (RTI) Collaborative for Inclusive Education
  - Theater Arts
  - Movement
  - Summer courses for entering grade 8 students to accelerate learning and identify placement
  - Wellness support led by a school-wide counseling team to address student social-emotional needs
  - After-school and lunch tutoring and Regents preparation
  - Bilingual counselors that are licensed clinical social workers

- **HS:**
  - *New Visions for Public Schools Curriculum*
  - *The Writing Revolution* (TWR)
  - Response to Intervention (RTI) Collaborative for Inclusive Education
  - Theater Arts
  - Movement
  - Wellness support led by a school-wide counseling team to address student social-emotional needs
  - Staff Member Liaisons work with each student to support students enrolled at Saint John's University (SJU)
  - Small class sizes
  - Bilingual counselors that are licensed clinical social workers
  - After-school and lunch tutoring and Regents preparation
  - Writing course for college

Academic Program for Students with Disabilities (SWDs) and English language learners (ELLs):

- **SWDs:**
  - Full inclusion in all classes Grades 8 - 12, facilitated by two or more teachers/support staff in every classroom to meet the individual needs of every learner through differentiated teaching and learning experiences.
  - All classes are taught by dually certified teachers or co-teacher pairs (special education and subject area). Teaching assistants, paraprofessionals, and aides are in most classrooms
  - Differentiation and supplemental instruction is provided to all students during class, afterschool programs, during Saturday, and summer school programs
  - Intervention courses for students
  - Individualized accommodations, such as clarification of directions, preferential seating, extended time, behavior intervention plans, as well as supplemental instruction and IEP related services
  - Special Education teachers create a Specially Designed Instruction (SDI) plan for each student that is monitored and adjusted regularly

- **ELLs:**
  - o English as a New Language (ENL) teachers follow the push-in model and support teachers through lesson modification, use of technology to support language acquisition, and work with students in small groups
  - o ENL teachers meet with the grade-subject team weekly to plan for the ELA RTI classes and identify specific needs for students
  - o ENL teacher leader provides professional development to all staff to support the needs of all learners in their classrooms.
  - o Literacy Intervention
  - o Individualized accommodations, such as clarification of directions, preferential seating, extended time, behavior intervention plans, as well as supplemental instruction and IEP related services

Summative Evidence for Benchmark 2:

Over the course of this charter term the trajectory for this benchmark has improved from an Approaches to a Meets due to improvements made in curriculum and program evaluation in the fourth and fifth years of the initial charter term.

1. Element: *Curriculum*:
   - **Indicator a:**
     According to the 2021-2022 Annual Report, 2022 Renewal Application narrative, and site visit focus groups, Nicotra changed from standards-based, teacher-developed curricula to *Engage NY* and *New Vision for Public Schools* curriculum in 2021-2022.

     In focus groups, teachers and school leaders commended the New Visions curriculum and found it to be useful, standards-aligned, and differentiated for all learners including ELLs and SWD.

     According to the 2021 CSO Teacher Survey (15 of 19 expected responses for a 79 percent response rate), eighty-seven percent of teachers who responded agree that the school has a documented curriculum that is aligned to the New York State learning standards.

   - **Indicator b:**
     During the CSO site visit, school leaders provided lesson plans for six classes that were visited and highlighted that a common lesson plan template is used across Nicotra. The template includes the following elements: an essential question, standards, date, lesson duration, teachers, learning targets/standards/SWBAT (Students will be able to), "I can" statements, assessment plan, common misconceptions, lesson outline, engagement/connect, teaching outline, small group and independent work activities, exit ticket, and differentiation based on RI tiers or IEPs with students identified. The CSO team found that most lesson plans included the elements described above.

   - **Indicator c:**
     Results of the 2021 CSO Teacher Survey show that 80 percent of Nicotra teachers who responded agree the school's curriculum is aligned horizontally across grade levels. Seventy-three percent of teachers who responded agree that the school's curriculum is aligned vertically between grade levels.

In the 2022 Renewal Application narrative, Nicotra leaders indicate the use of reading and writing strategies incorporated horizontally and vertically: Annotation and React Aloud, Extract and Thought Bubbles, Think Pair Start, and Paraphrase.

- **Indicator d:**
  During the CSO teacher and leader focus groups, participants agreed that the school's curriculum is differentiated. The CSO team also observed that most classes incorporated differentiation such as grouping, tiered instruction, materials, 1:1 instruction, and re-teaching concepts; and all classes had two or more adults in the classroom during the visit.

- **Indicator e:**
  In the leadership focus group, and in the 2022 Renewal Application narrative, Nicotra leaders state that curriculum maps, pacing calendars, and lesson plans are reviewed and revisited regularly within team meetings to make real-time modifications.

  In the 2021 CSO Teacher Survey, eighty-five percent of teachers who responded agree that the school's curriculum is systematically reviewed and revised.

2. Element: ***Instruction***:
   - **Indicator a:**
     During the CSO site visit, team members visited six classrooms and observed each for approximately fifteen minutes. All observed classrooms showed evidence of Nicotra's instructional model of integration, inclusion, and differentiation. Teaching staff and assistants seemed well-prepared and made use of instructional time by using agendas, lesson objectives, technology, formative assessments, and grouping. Students demonstrated awareness of class procedures and expectations and were engaged as defined by the school in participating in learning activities.

     In the 2021 CSO Teacher Survey, 93 percent of Nicotra teachers who responded agree that there is a common understanding of high-quality instruction and that instructional practices align to this understanding.

   - **Indicator b:**
     According to the 2021 CSO Teacher Survey, 87 percent of teachers who responded agree that instructional delivery fosters engagement with all students. The CSO site visit team observed student engagement through class activities, discussions, and collaborative tasks. The 2022 Renewal Application narrative indicates that Nicotra uses a range of activities to engage all students, including student-centered learning (student choice), making instruction culturally relevant, personalizing learning, increasing access (graphic organizers, pre-teaching, identifying misconceptions), incorporating whole school learning strategies, and enhancing the classroom environment.

3. Element: ***Assessment and Program Evaluation***:
   - **Indicator a:**
     According to the 2022 renewal application narrative, Nicotra uses third-party interim assessments

from Premier Assessments, NWEA Measures of Academic Progress (MAP) tests, and New Visions curriculum pre-and post-unit tests, as well as in-house teacher-created performance tasks such observations, formative assessments, *Kahoot*, quiz buzzer games, and mock Regents exams to determine baselines that inform instruction.

Eighty-six percent of Nicotra teachers that responded to the 2021 CSO Teacher Survey agree that the school uses a system of formative, diagnostic, and summative assessments.

- **Indicator b:**
  ICS leaders state in the 2022 Renewal Application narrative that they created and filled a new director of program evaluation position, responsible for aggregating and analyzing qualitative and quantitative data to improve student outcomes by disseminating it to teams to adjust instruction in a faster turnaround time. The narrative also indicates that attendance, achievement, and disciplinary data is also reviewed at monthly meetings at the ICS Education and Accountability Committee meeting.

  In the 2021 CSO Teacher Survey, teachers who responded describe the use of NWEA MAP, mid-term, unit test data, and classroom data to modify and adjust instruction for the class and to meet individual student needs.

- **Indicator c:**
  According to the 2022 renewal application narrative, Nicotra uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly through the use of MAP and Premier interim assessments, creating and updating intervention plans, RTI tiering, pacing calendars, and curriculum revision**.**

  School leaders in focus groups during the site-visit stated that they use and analyze qualitative and quantitative data to evaluate the quality and effectiveness of academic programs during Assessment and Intervention (AIM) meetings, common planning time, subject meetings, co-planning meetings, attendance team meetings, and teacher-leader meetings.

  Eighty percent of teachers who responded in the 2021 CSO Teacher Survey agree that the school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program. Eighty percent of surveyed teachers who responded agree that the school modifies its academic program after using data measurements.

4. Element: *Supports for Diverse Learners*:
   - **Indicator a:**
     As per the 2022 renewal narrative, Nicotra was founded on the basis of providing an innovative learning environment for SWD, ELLs, and Eds, who are under-represented in colleges and in early career programs, through the provision of small class sizes and individualized instruction. The narrative also states that all students receive instruction from a certified special education teacher and a content teacher or a dually-certified special education and content area teacher.

     According to the information received from the ICS chief operating officer, Nicotra currently has thirteen dual-certified teachers, and twelve teachers are working towards dual certification.

The teacher focus groups at Nicotra stated that all students go through an initial assessment process and that data is compiled to create an RTI plan which focuses on tiered instruction and progress monitoring. Teachers in the focus groups also indicate that ELL students receive push-in services which are provided by ENL teachers, and students with IEP's receive mandated related services and support.

According to the 2022 Renewal Application narrative, tutoring and Regents support is available during lunch, after school, and on Saturdays at Nicotra; additionally, all students receive social-emotional health services through the wellness program and counseling support.

As indicated in the 2021 CSO Teacher Survey, 80 percent of teachers who responded agree that the school provides support to meet the academic needs of SWD and 74 percent of teachers who responded agree that the school provides support to meet the academic needs of ELLs. Ninety-three percent of teachers who responded to the 2021 CSO Teacher Survey agree that the school provides support to meet the academic needs of ED students.

As part of this renewal report, the NYC Committee on Special Education provided the following statement about the working relationship with ICS and specifically Nicotra: *The CSE has found the school's special education coordinators to be responsive to parent concerns. The school is expanding its knowledge of specially-designed instruction (SDI), and the teachers describe their provision of SDI in their teacher reports. The school collaborates well with the CSE, working together in preparation for IEP meetings and in developing IEPs. The school communicates with the CSE regarding suspensions and does not have a significant number of manifestation determination reviews (MDR).*

- **Indicator b:**
  During the CSO site visit, interventionists, coaches, grade leaders, and school leaders defined the systems Nicotra has in place to monitor the progress of individual students and communicate student progress internally through weekly team meetings. The CSO team observed an AIM meeting, which focused on the analysis of a specific students' data points, NWEA scores, and collaborative teacher input to create a learning plan that would best meet the needs of that student. During the site visit, school leaders affirmed that the goal is to keep their weekly AIM meetings focused on analyzing one student at a time to ensure that the customized plan of learning is effective and meaningful.

  Eighty percent of teachers who responded to the 2021 CSO Teacher Survey agree that the school has systems to monitor the progress of individual students and to facilitate communication between interventionists and classroom teachers regarding the needs of individual students.

Benchmark 3: Culture, Climate, and Family Engagement

The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.

Finding: Meets

Element	*Indicators*
1. *Behavior Management and Safety*	a. The school has a clear approach to behavioral management, including a written discipline policy. b. The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment. c. The school has systems in place to ensure that the environment is free from harassment and discrimination. d. Classroom environments are conducive to learning and generally free from disruption.
2. *Family Engagement and Communication*	a. The school communicates with and engages families with the school community. b. Teachers communicate with parents to discuss students' strengths and needs. c. The school assesses family and student satisfaction using strategies such as surveys, feedback sessions, community forums, or participation logs, and considers results when making schoolwide decisions. d. The school has a systematic process for responding to family or community concerns. e. The school shares school-level academic data with the broader school community to promote transparency and accountability among parents, students and school constituents.
3. *Social-Emotional Supports*	a. The school has systems or programs in place to support the social-emotional needs of students. b. School leaders collect and use data to track the socio-emotional needs of students. c. School leaders collect and use data regarding the impact of programs designed to support students' social and emotional health.

Summative Evidence for Benchmark 3:

Over the course of the charter term, the trajectory for this benchmark has been consistent as a Meets.

2021 Annual Survey of Charter School Parents/Guardians, Teachers, and Students

Lois and Richard Nicotra Early College CS	Expected Responses	Total Responses	Response Rate	Target Response	Differential
Parent Survey	174	24	14%	50%	-36
Student Survey (Grades 9-12)	149	28	19%	80%	-61
Teacher Survey	19	15	79%	80%	-1

NOTE: Expected responses for parents and students is based on 2020-2021 BEDs Day enrollment; for teachers it is based on the number of teachers reported in the 2021 Annual Report.

2022 Annual Survey of Charter School Parents/Guardians, Teachers, and Students

Lois and Richard Nicotra Early College Charter School		Response Rate	Survey Population	Total Responses
Parent	*Does not meet 90% or 95% Confidence*	22%	239	53
Student	*Does not meet 90% or 95% Confidence*	33%	201	66
Teacher	*Does not meet 90% or 95% Confidence*	78%	32	25

NOTE: The survey population for parents and students is based on 2021-2022 BEDs Day enrollment; for teachers it is based on the number of teachers reported in the 2022 Annual Report.

The response rates for 2021 CSO surveys of parents and students did not meet the target rates and the aggregate results should not be considered dependable. The 2021 response rates for the teacher survey closely approach the target rate and the aggregate results could be considered dependable. The response sample sizes for the 2022 CSO surveys did not meet the 90 percent confidence level and should not be considered dependable.

1. Element: *Behavior Management and Safety:*
   ● **Indicator a:**
   Nicotra has a written discipline policy that demonstrates a clear approach to behavioral management, is updated yearly, and is available on the school website.

   According to the 2021 CSO Parent Survey results (24 of 174 expected responses for a 14 percent response rate), 75 percent of parents that responded agree that the discipline code is clear, and the policy is fair and enforced by all teachers and staff.

   Fifty-three percent of teachers who responded to the 2021 CSO Teacher Survey agree that the school's discipline policy is clear. Sixty percent who responded agree that the school's discipline policy is fair to all students. Fifty-three percent of teachers who responded agree that the school's discipline policy is enforced by all teachers and staff. Seventy-four percent of teachers who responded agree that teachers and staff interacting with students with disabilities are aware of and follow specific discipline and prevention protocols for these students.

   Eighty-six percent of students surveyed agree that the school's discipline policy is applied fairly to all students.

- **Indicator b:**
  According to the CSO 2021 Teacher Survey, 86 percent of teachers who responded, and 79 percent of surveyed students who responded, agree that the school provides a safe environment.

  During the CSO team site visit, student focus group members described their positive experience and continued sense of safety at Nicotra. Students felt that conflicts are quickly resolved with the counseling or disciplinary teams.

- **Indicator c:**
  The ICS Dignity for All Students Act (DASA) policy is updated and posted on the school website under the Student and Family Handbook.

  According to the 2021 CSO Parent Survey, 88 percent of parents who responded, and 80 percent of teachers who responded agree that the school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination.

  Sixty-six percent of teachers who responded to the 2021 CSO Teacher Survey were able to provide a name when asked "What is the name of your school's Dignity for All Students Act (DASA) coordinator?" Thirty-four percent who responded reported that they did not know. When asked "When is the last time you received a copy of the school's DASA policy?", 47 percent of teachers who responded said this school year, 27 percent said they were unaware of any DASA policy, and 26 percent who responded said they received a copy in a prior school year.

- **Indicator d:**
  During the CSO site team visit, student focus groups stated their classroom environment supports learning and are generally free from disruption.

  Results of the 2021 CSO Survey indicated that 84 percent of parents who responded, 86 percent of teachers who responded, and 75 percent of students who responded agree that the classroom environments support learning and are generally free from disruption.

  Additionally, 87 percent of teachers who responded agree that the school utilizes behavior intervention plans for students who require support in specific social and behavioral skills.

2. Element: ***Family Engagement and Communication:***
   - **Indicator a:**
     The CSO team spoke to parents in a focus group and learned that they feel that the school communicates with them and engages them through apps and platforms such as *PowerSchool,* and *ParentSquare*, emails, phone calls, and text messaging regarding ways to get involved with the school community. Parents further highlighted that the school has an open-door policy, and they feel welcome at all times.

     As per the 2021 CSO Survey results, 96 percent of parents who responded and 94 percent of teachers who responded agree that the school provides opportunities for parent participation within the school community.

- **Indicator b:**
  Teacher focus groups stated they communicate with parents to discuss student's strengths and weaknesses through emails, text messaging, and in-person meetings. According to the 2022 Renewal Application narrative, counselors communicate regularly with parents regarding their child's social-emotional well-being.

  Results of the 2021 CSO Parent Survey show that 92 percent of parents who responded agree with the statement: "I receive regular and timely information on my child's academic progress in my home language." In the 2021 CSO Teacher Survey, 87 percent of teachers agree that parents receive regular and timely information on their child's academic progress in their home language.

  Ninety-six percent of parents who responded to the Parent survey agree that the school uses many methods of communication with families and 80 percent of teachers who responded to the Teacher Survey agree with the same statement.

- **Indicator c:**
  According to the 2022 Renewal Application narrative, and parent focus groups, family and student feedback is ongoing through check-ins, and, along with information received through the NYCDOE School Quality Report and the CSO annual parent, teacher, and student surveys, is used to develop plans of action for any concerns or schoolwide decisions that need to be made.

  According to the 2022 NYCDOE School Quality Report Parent Survey, 82 percent of parents who responded (out of 65 responses) agree that the principal/school leader at this school is strongly committed to sharing decision-making with families.

  Results of the 2021 CSO Parent Survey indicate that 96 percent of parents who responded agree that the school seeks feedback from parents through surveys, meetings, or some other way. However, only 74 percent of teachers who responded to the 2021 CSO Teacher Survey agree that the school seeks feedback from parents through surveys, meetings, or some other way.

- **Indicator d:**
  According to the 2022 Renewal Application narrative, if concerns are received from parents or students, a team of staff and stakeholders is assembled to plan a course of action, and the director of diversity, equity, and inclusion and the director of special education often is included in in these teams.

  Nicotra has a systematic process for responding to family or community concerns through the use of the Nicotra Student and Family Handbook which includes the Student and Family Grievance Policy, and is published on the school's website.

  According to the 2021 CSO Parent Survey, 67 percent of parents who responded agree that the school has a complaint policy that is easy to find and understand. Survey results show 73 percent of teachers who responded to the 2021 CSO Teacher Survey agree that the school has a systematic and transparent process for responding to family or community concerns**.**

- **Indicator e:**
  According to the 2022 Renewal Application narrative, Nicotra leaders indicate they share school-level academic data with the broader school community to promote transparency and accountability among parents, students, and school constituents by holding several open houses through the year which include the sharing of data, Regents pass rate, college credit data, and college acceptance and scholarship data. The narrative also points out that there are monthly education committee meetings that feature data presentations for the school and provide opportunities to hold related discussions with the public.

  After reviewing the board minutes for 2022-2023, the CSO team found that specific school-wide data points were not included and instead had mentions of data dashboards that were referred to and discussed at the meetings. The CSO team also could not find data on the school website other than a Nicotra 2023-2023 brochure which mentioned a 94 percent graduation rate, 100 percent college acceptance rate, and $1.9 million awarded in scholarships. The 2021 CSO Parent Survey highlights that fifty-eight percent of parents who responded agree that the school informs them about how it performs compared to other schools in the district and New York State. Fifty-four percent of teachers who responded agree with that statement.

3. Element: ***Social-Emotional Supports***:
   - **Indicator a:**
     Nicotra prides itself with a wellness program that is embedded into every student's schedule and serves as a universal Tier 1 intervention, as noted in the 2022 Renewal narrative. The narrative also mentions that all students receive wellness classes two times a week which provide students with skills necessary to succeed at Nicotra, college, and in life. Nicotra leaders state that a new research-based wellness curriculum has been implemented to better support the students social and emotional learning and individual growth in 2022-2023.

     Counseling and mental health support is also provided to students and their families. The renewal narrative also mentions that Dialectical Behavior Therapy (DBT) STEPS-A has been implemented at Nicotra.

     According to the 2022 NYCDOE School Quality Review parent survey, 83 percent of parents who responded agree that: "My child's school will make me aware if there are any concerns about my child's social or emotional well-being."

     Results of the 2021 CSO Teacher Survey show that 100 percent of teachers who responded agree that the school has social, emotional, and mental health programs and supports for all students.

   - **Indicator b:**
     Nicotra uses *PowerSchool* to collect and use data to track the socio-emotional needs of students. During the CSO team site visit, an AIM meeting was observed in which teacher teams were discussing interventions for an at-risk student with socio-emotional needs.

     The 2022 Renewal Application narrative indicates that student social-emotional data is collected and shared amongst staff and teams to create intervention plans at AIM meetings, attendance

team meetings, counseling team meetings, FPA/BIP progress meetings, IEP meetings, parent teacher conferences, and family meetings.

As per the 2021 CSO Teacher Survey, eighty-seven percent of teachers who responded agree that the school leaders collect and use data to track the social-emotional needs of all students, including students in subgroups.

- **Indicator c:**
  Nicotra school leaders state in the 2022 Renewal Application narrative that they have implemented a newly designed LANCER (Leadership, Accountability, Neatness, Creativity, Excellence, and Responsibility) six-week teacher-developed incentive program which reinforces academic and positive social behaviors. Students are awarded coins and prizes if they exemplify the weekly targeted behavior and larger prizes including gift cards are given for outstanding teams.

  According to the 2021 CSO Teacher Survey, 87 percent of teachers who responded agree that school leaders collect and use data regarding the impact of programs designed to support the social and emotional health of all students.

Benchmark 4: Financial Condition

> *The school is in sound and stable financial condition as evidenced by performance on key financial indicators.*

Finding: Meets.

Summative Evidence for Benchmark 4:

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

See the school's fiscal dashboard attached to the end of this report (Charter School Fiscal Accountability Summary). The fiscal dashboard provides detailed information regarding the school's compliance with Benchmark 4 of the Charter School Performance Framework. Unless otherwise indicated, financial data is derived from the school's annual independently audited financial statements which can be found on the NYSED website at http://www.p12.NYSED.gov/psc/csdirectory/CSLaunchPage.html.

- Financial Composite Score
- Working Capital
- Debt to Asset
- Cash Position
- Total Margin

Financial Condition

Nicotra is part of the ICS education corporation. ICS appears to be in good financial condition as evidenced by performance on key indicators derived from the education corporation's independently audited financial statements.

Overall Financial Outlook

A financial composite score is an overall measure of financial health based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is generally considered to be in good financial health. Integration Charter Schools' 2021-2022 composite score is 1.43.

Composite Scores
2018-2019 to 2021-2022

Year	Composite Score
2018-2019	2.24
2019-2020	1.97
2020-2021	3.00
2021-2022	1.43

It should be noted that generally accepted accounting principles require Integration to report a significant capital lease liability as well as a large depreciation of a portion of the lease and a lease adjustment, both

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of which are non-cash expenses. Both conditions negatively impacted its total margin and its composite score for the year ending June 30, 2022. Integration is in otherwise good financial condition.

ICS should monitor student enrollment and the impact of not meeting enrollment projections on the education corporation's financial projections.

Benchmark 5: Financial Management

The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.

Finding: Meets

Renewal is based on evidence that the following indicators are generally present:
1. The school has an accurate and functional accounting system that includes monthly budgets.
2. The school sets budget objectives and regularly analyzes its budget in relation to those objectives.
3. The school has allocated budget surpluses in a manner that is fiscally sound and directly attends to the social and academic needs of the students attending the school.
4. The school has and follows a written set of fiscal policies.
5. The school has complied with state and federal financial reporting requirements.
6. The school has and is maintaining appropriate internal controls and procedures.
7. The school follows generally accepted accounting principles as evidenced by independent financial audits with an unqualified audit opinion, a limited number of findings that are quickly corrected, and the absences of a going concern disclosure.

Summative Evidence for Benchmark 5:

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

NYSED CSO reviewed Integration Charter Schools' 2021-2022 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify deficiencies in internal controls that could be considered material weaknesses.

In 2020, NYSED Office of Audit Services performed an audit of Integration's internal controls and board oversight during the period July 1, 2017-July 31, 2019. A draft audit report released in August 2020 found that the board of trustees did not provide adequate oversight over certain financial transactions; did not prepare or implement comprehensive multi-year capital and financial plans; failed to prepare a full analysis of costs prior to committing Integration to significant legal and financial obligations; and made a loan to the Integration Foundation without a written contract. Integration responded to the report with a commitment to improving its oversight in alignment with the report's recommendations.

On December 22, 2022, ICS was sent additional correspondence from the Office of Audit Services which included recommendations to continue to work with its auditors to address the noted issues related to the need to follow fiscal procedures and maintain documentation. The education corporation was also required to return federal funds due to expenditures that could not be accounted for.

Benchmark 6: Board Oversight and Governance

> *The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.*

Finding: Meets

Element	*Indicators*
1. *Board Oversight and Governance*	a. The board recruits and selects board members with skills and expertise that meet the needs of the school. b. The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school's mission and educational philosophy. c. The board demonstrates active oversight of the charter school management, fiscal operations, and progress toward meeting academic and other school goals. d. The board regularly updates school policies. e. The board utilizes a performance-based evaluation process for evaluating school leadership, itself, and providers. f. The board demonstrates full awareness of its legal obligations to the school and stakeholders.

Summative Evidence for Benchmark 6:

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

1. Element: ***Board Oversight and Governance:***
   ● **Indicator a:**
   According to the 2022 Renewal Application narrative, ICS has undergone many changes in board membership in the last few years and is currently governed by a twelve-member board, including four new trustees that have joined. Board member profiles are available on the ICS website. The board focus group acknowledged that they are actively seeking to diversify and recruit professional members with the help of their new President who joined the ICS network in August.

   The board focus group identified the committee structure set forth by its by-laws and most board members identified with at least one committee, which included a chair and officers. The committees meet monthly prior to the full board meetings according to the posted schedule. The committees then report to the full board each month, in writing and verbally.

   The 2022 Renewal narrative and board focus group stated that their existing board includes individuals with expertise in key areas (finance, business, development, mental health, real estate, marketing, community organizations, public administration, quality management, and those with

access to public and private resources). The board focus group and renewal application narrative highlighted that they review the skills of each board member against the needs of the ICS network as part of its annual evaluation process.

- **Indicator b:**
  ICS states that it engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school's mission and educational philosophy. However, no evidence about specific priority- and goal-setting for Nicotra was available for review by the CSO team in board materials. Instead, the board describes its specific strategic priorities as the creation of additional charter schools, each with a unique purpose specific to the needs of the students served by the network.

- **Indicator c:**
  As indicated in the 2022 Renewal narrative, the ICS board demonstrates active oversight of the charter school management, fiscal operations, and progress toward meeting academic and other school goals by creating and utilizing the following committees:
  - The executive committee meets monthly with the President to review management challenges, projects, expansions.
  - The finance and audit committee meets monthly with the president and the VP of finance to review the school's financial performance, reviewing actual revenue and spending against budget, and a proposal is then submitted to the board for approval.
  - The governance and nominating committee lead the recruiting and appointing process for board of trustee members and oversee the evaluation process of the board.
  - The education and accountability committee leads the review of the academic performance for all ICS schools and reviews student performance data and stakeholder satisfaction data to inform goals and modifications to programs as needed. The committee meets regularly with the president, the VP of academic affairs, the director of program evaluation, and other ICS school leaders to inform programmatic decisions.

  At the time of the 2021 Mid-Term Site Visit report, the ICS board was developing dashboards to monitor progress toward school-specific goals. At the time of this report, the use of dashboards is referred to in each board meeting as indicated in the board meeting minutes. However, the June 2022, July 2022, September 2022, October 2022 and subsequent ICS board meeting minutes do not include information about specific school goals for Nicotra, nor do the minutes provide the academic performance or social-emotional data typically seen in school performance dashboards, that would give board members or board meeting attendees objective information to understand Nicotra's progress toward meeting its goals.

- **Indicator d:**
  According to the 2022 Renewal Application narrative, school policies are reviewed and updated regularly based on authorizer requirements, legal changes, recommended best practices, and brought forth by the ICS administration and leadership, and reviewed by the board committees and updated to the personnel or student and family handbooks.

- **Indicator e:**
  As indicated in the 2022 Renewal narrative, the board evaluates school performance against

annual goals in the organization, academic goals, and fiscal performance and takes key indicators to create a summative report that informs evaluation of itself as a board, of the president, and of larger service providers, whereas smaller service providers are evaluated by the ICS school leadership. The performance evaluation is conducted through a collaborative process managed by the executive committee. According to the October 2020 board minutes, the president prepares a self-evaluation, the executive committee completes the annual evaluation, and the board chair reviews the evaluation with the president. The governance and management committee leads the annual self-evaluation.

- **Indicator f:**
  During the CSO team renewal site visit, conversations with the board focus group, and review of the board minutes, the board appears to have full awareness of its legal obligations to the school and stakeholders. However, certain issues remain unresolved, such as enrollment at Nicotra which is below legally contracted levels. ICS retains outside counsel to support and advise the board and organizational leaders; an advising consultant was recently hired to lead the board's governance and nominating committee to optimize board performance and engagement.

Benchmark 7: Organizational Capacity

The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.

Finding: **Meets**

Element	*Indicators*
1. *School Leadership*	a. The school has an effective school leadership team that obtains staff commitment to a clearly defined mission and set of goals, allowing for continual improvement in student learning. b. Roles and responsibilities for leaders, staff, management, and board members are clearly defined. Members of the school community adhere to defined roles and responsibilities. c. The school has clear and well-established communication systems and decision-making processes in place which ensure effective communication across the school. d. The school successfully recruits, hires, and retains key personnel, and makes decisions – when warranted – to remove ineffective staff members.
2. *Professional Climate*	a. The school is fully staffed with high quality personnel to meet all educational and operational needs, including finance, human resources, and communication. b. The school has established structures for frequent collaboration among teachers. c. The school ensures that staff has requisite skills, expertise, and professional development necessary to meet students' needs. d. The school has systems to monitor and maintain organizational and instructional quality—which includes a formal process for teacher evaluation geared toward improving instructional practice. e. The school has mechanisms to solicit teacher feedback and gauge teacher satisfaction.
3. *Contractual Relationships* ☐*N/A*	a. The board of trustees and school leadership establish effective working relationships with the management company or comprehensive service provider. b. Changes in the school's charter management or comprehensive service provider contract comply with required charter amendment procedures. c. The school monitors the efficacy of contracted service providers or partners.

Summative Evidence for Benchmark 7:

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

1. Element: *School Leadership:*
   ● **Indicator a:**
   Nicotra is one of four schools operated by ICS, which is responsible for the school operations, staff, fiscal operations, human resources, data services, and oversees all school operations.

According to the ICS organizational charts submitted for the 2022 site visit and with the 2022-2023 Renewal Application, the ICS president reports to the ICS Executive Board and oversees six vice presidents (senior vice president, vice president of mental health, vice president of education, vice president of human resources, vice president of security and facilities, and vice president of finance), who then oversee directors and assistant directors in their respective departments. The vice president of education oversees Nicotra's executive principal.

According to the 2022 Renewal Application narrative, Nicotra is managed by an executive principal who supervises the principal, and the principal is responsible for overseeing the assistant principal. During the CSO site visit and in a review of the staff directory on the school website, the team found there are two assistant principals that report to the principal, who reports to the executive principal.

Results of the 2021 CSO Teacher Survey show that sixty percent of teachers who responded to the survey agree that the school has an effective school leadership team that communicates a clearly defined mission and set of goals to staff and the school community. During the site visit and in focus groups, most teachers, parents, and students agreed that there is effective school leadership at Nicotra.

For this renewal term, there is a newly hired president that is overseeing the redesign of the school and its organizational structure in an effort to allow for continual improvement in student learning.

● **Indicator b:**
Roles and responsibilities for leaders, staff, management, and board members appear to be defined at Nicotra, and most members of the school community adhere to defined roles and responsibilities.

In the 2021 CSO Teacher Survey, 60 percent of Nicotra teachers who responded agree that roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to. Additionally, 60 percent of teachers agree that the school's leadership demonstrates a high level of accountability such that leadership takes responsibility for outcomes.

● **Indicator c:**
According to the 2022 Renewal Application narrative, Nicotra has a clear communication systems and decision-making processes in place which ensure effective communication across the school by hosting an open-house, parent teacher conferences, social media, Robocalls, *ParentSquare,* school website, and encouraging an open-door policy for stakeholders.

Results of the 2022 NYCDOE School Quality Review indicate that 84 percent of parents who responded agree that "School staff regularly communicate with me about how I can help my child learn" and 87 percent of parents who responded agree that "I feel well-informed by the communications I receive from my child's school."

Sixty percent of teachers who responded in the 2021 CSO Teacher Survey agree that the school has clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school.

- **Indicator d:**
  The school leadership focus group identified the ICS teacher and teacher assistant pathway pipeline is supporting the community in filling areas of need in specialty teaching areas, as the program pays for coursework and certifications as needed and promotes staff into needed positions.

  According to the 2022 Renewal Application narrative, ICS offers a competitive salary which has resulted in to a 90 percent retention rate over the course of four academic years. However, the teacher focus group described two common concerns: pay and health benefits, and most teachers agree that they would like to be compensated at the NYCDOE ate with similar health benefits.

  Sixty percent of teachers who responded to the 2021 CSO Teacher Survey agree that the school successfully recruits, hires, and retains key personnel that meets the needs of all students and subgroups, and makes decisions when warranted to remove ineffective staff members. Seventy-eight percent of surveyed teachers who responded to the survey agree that there is a long-term career pathway and opportunities for professional growth at the school.

  The 2022 renewal application narrative states the steps taken to ensure ineffective staff members are supported, offered support through a professional improvement plan, and then removed if still no progress is made.

2. Element: *Professional Climate:*
   - **Indicator a:**
     According to information provided to the CSO team, for the 2022-2023 school year at Nicotra, there are 36 employed teachers, of which 13 are dually certified teachers, and 23 of which are working towards dual-certification, and eight teaching assistants working towards certification, and one school aide working towards teaching assistant certification.

     The ICS website includes job postings for six movement teachers, two ELA teachers, seven wellness teachers, one FBA/BIP coordinator, one social worker, and 21 teaching assistants for the 2022-2023 school year, and according to the chief operating officer, all positions have been filled except for one ELA teacher.

     ICS retains a 19-member counseling staff to support the student population at its four schools. According to the organizational chart and leadership focus groups, ICS employs a vice-president of mental health who leads the team of assistant director of mental health, and 17 counselors (14 social workers, one school psychologist, and two mental health counselors). There is also a new role for director of diversity, equity, and inclusion/restorative justice coordinator, a director of communications and a director of external relations. ICS also employs a director of operations, a vice-president of human resources that leads a team of an assistant director of human resources and human resource associates, a vice-president of security and facilities that leads the security

     and facilities team, as well as a vice-president of finance that leads the controller, director of accounting, and senior information technology manager and their respective teams.

In the 2021 CSO Teacher Survey, 80 percent of teachers who responded agree that the school is fully staffed with personnel who are able to meet all operational needs, including finance, human resources, and communications.

- **Indicator b:**
  During the CSO site team visit, teacher and school leader focus groups referenced team meetings, department meetings, AIM meetings, staff meetings, planning time, and teacher/professional leadership meetings as places for collaboration.

  Eighty-seven percent of teachers who responded to the 2021 CSO Teacher Survey agree that the school has established procedures for effective collaboration among teachers.

  Teachers were asked to select the peer collaboration opportunities at Nicotra and they indicated:

  - Team meetings (87 percent)
  - Department meetings (93 percent)
  - Staff meetings (93 percent)
  - Informal planning time (60 percent)
  - Teacher/professional leadership meetings (73 percent)
  - Other (13 percent)

- **Indicator c:**
  According to the 2022 Renewal Application narrative, Nicotra leaders state that they ensure that staff have requisite skills, expertise, and professional development necessary to meet students' needs by offering a new hire induction program, summer training intensive, training sessions through the year for program/curriculum initiatives, professional development partnerships with local colleges and universities, and continued coaching and anecdotal feedback to provide support through the year.

  In the 2021 CSO Teacher Survey, 60 percent of teachers who responded agree with the statement that "The school provides staff with professional development opportunities that promote best practices and improves all students' success, including subgroups: SWDs, ELLs, and economically disadvantaged students (EDs)." Seventy-three percent of teachers who responded agree that the school ensures that staff has the requisite skills, expertise, and professional development necessary to meet all students' needs, including students in subgroups. Eighty-six percent of teachers who responded agree the school provides staff with professional development opportunities to support the social-emotional and mental health of students in a culturally responsive manner.

- **Indicator d:**
  According to the 2022 Renewal Application narrative, Nicotra has a system set up to monitor and maintain organizational quality, which includes a formal process for teacher evaluation geared

  toward improving instructional practice. As per the narrative, an observer, teacher, and several peers observe a teacher using the Danielson's Framework, collect evidence measured against the rubric, and hold a pre-observation conference, observation, and post-observation conference to

disseminate findings, feedback, and growth plans. During the site visit, Nicotra's leadership team highlighted the use of *TeachBoost* as the platform for teacher evaluation.

As per the findings of the 2021 CSO Teacher Survey, 80 percent of teachers who responded agree that the school has systems to monitor and maintain organizational and instructional quality through a formal evaluation process for teacher and other staff.

- **Indicator e:**
  In the teacher focus group, most teachers said they feel their feedback is valued, heard, and respected by school leadership. The high school counselor noted that he was heard even during the interview process when he proposed introducing and teaching a "preparing for college" class for students, and this was made possible for him when he joined Nicotra.

  Ninety-three percent of Nicotra teachers who responded to the CSO 2021 Survey agree that the school has mechanisms to solicit teacher and staff feedback and to gauge their satisfaction.

3. Element: ***Contractual Relationships***:
   - **Indicator a**: N/A
   - **Indicator b:** N/A
   - **Indicator c:** Nicotra has an established partnership with Saint John's University (SJU), formalized through a Memorandum of Understanding (MOU). to provide its students with credits for college coursework while in high school and beyond. Although not discussed in the Renewal Application narrative or during the renewal site visit, on August 15, 2022, SJU announced plans to close its Staten Island campus at the end of the spring 2024 semester, and transition enrolled students to its Queens campus. At this time, there is no information available in board minutes about ICS plans for other strategies to support the Nicotra mission throughout its next charter term as in-person coursework at the SJU Staten Island campus is no longer viable.

The school is faithful to its mission and has implemented the key design elements included in its charter.

Finding: Approaches

<table>
<tr><td>*Element*</td><td>*Indicators*</td></tr>
<tr><td>1. *Mission and Key Design Elements*</td><td>a. School stakeholders share a common and consistent understanding of the school's mission and key design elements outlined in the charter.
b. The school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions.</td></tr>
</table>

Summative Evidence for Benchmark 8:

Over this charter term, the trajectory for this benchmark has been consistent as an Approaches due to incomplete implementation of several key design elements.

1. Element: ***Mission and Key Design Elements:***
   ● **Indicator a:**
     School stakeholders share a common and consistent understanding of the school's mission and Key Design Elements outlined in the charter, as reflected in school materials, focus groups, board minutes, and surveys.

     In the 2021 CSO Parent Survey, 83 percent of parents who responded agree that the school is fulfilling its mission. Teachers who responded to the open-ended question on the 2021 CSO Teacher Survey about describing their understanding of the mission and key design elements responded with comments about early college access, supporting students with special needs, and preparing for career and life.

   ● **Indicator b:**
     Key Design Elements:

     1. **Admission by lottery with a focus on reaching students historically underrepresented in higher education –** This key design element appears to be implemented.

        Nicotra uses a weighted lottery with the goal of serving a student population in which at 40% or more of its students are SWD. Although it has not yet achieved that goal, the school's SWD enrollment has hovered between 33 percent and 26 percent between 2018-2019 and 2021-2022. The ELL population has remained between seven and four percent in the same period, and the school's ED population has ranged between 78 and 72 percent.

     2. **Admission in eighth grade and an optional fifth high school year –** This key design element appears to be implemented.

Nicotra recruits and admits students entering Grades 8 and 9 each year. According to the Renewal Application, students are organized into cohorts (after summer school) depending on their individual learning progress and needs and are enrolled in foundational liberal arts courses as well as elective or early college courses based on their needs. The Renewal Application states that the school strives to offer a wide array of in-house elective and college-credit courses, which permits those students who would benefit from a fifth year in high school to achieve college or career readiness, to accomplish that at Nicotra.

3. **Multiple summer sessions designed to accelerate progress towards high school graduation and college readiness** - This key design element appears to be implemented.

   Nicotra describes a summer program for incoming Grade 8 and Grade 9 students that is designed to assess readiness for high school and/or early college coursework, as well as foundational learning needs to achieve a productive high school/early college experience. Student NYSTP Grade 8 outcomes are reviewed for placement in summer mathematics, ELA, and wellness classes, and for fall coursework.

4. **A unique division of our program between an innovative high school setting and a four-year college campus setting –** This key design element is partially implemented.

   The initial intent of the Nicotra program was that students will spend three years in high school Regents work and up to two years in an early college program with Saint John's University (SJU), earning up to 60 college credits. As previously stated in the 2021 mid-term site visit report, due to changes in the board's memorandum of understanding with SJU, students are not able to attain sixty credits in early college as initially promised. According to ICS board materials (Committee Reports, 5/2021), students will now be able to attain twenty-one credits per year. This would permit a total college credit accumulation of forty-eight credits for students entering in Grade 8, and twenty-four credits for students entering in Grade 9.

   In August 2022, SJU announced plans to close its Staten Island campus after the 2024 spring session, and the intent to serve students enrolled in the Staten Island campus at its primary Jamaica, Queens campus. ICS plans to maintain early college opportunity for Nicotra students after the SJU campus closing are not discussed in the Renewal Application. During the CSO renewal site visit, school leaders shared that 23 Nicotra students are currently enrolled at Monroe College, and ICS is seeking other higher education partnerships to continue its mission for Nicotra.

5. **A career-focused curriculum that allows students to choose between two pathways: Law Enforcement and Criminal Justice or Business; within small class sizes capped at seventeen students –** This key design element is partially implemented.

   Due to the closing of the SJU campus and need to secure a partnership with another college to continue availability of college coursework for Nicotra students, the future of the pathways identified in this key design element is not clear.

The school has requested a charter revision in its first renewal term to redefine small class size numbers to a maximum of 20 students.

6. **A focus on student social-emotional learning through a Wellness Program and campus-based Early College Posse** - This key design appears to be implemented based on additional information provided in BM 3.

Benchmark 9: Enrollment, Recruitment, and Retention

The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.

Finding: Approaches

Element	*Indicators*
1. Targets are met	a. The school maintains sufficient enrollment demand for the school to meet or come close to meeting the enrollment plan outlined in the charter.
2. Targets are not met	a. The school is making regular and significant annual progress toward meeting the targets. b. The school has implemented extensive recruitment strategies and program services to attract and retain students with disabilities, English language learners, and students who are eligible for free and reduced priced lunch. Strategies include, but are not limited to: outreach to parents and families in the surrounding communities, widely publicizing the lottery for such school, efforts to academically support these students, and enrollment policy revisions, such as employing a weighted lottery or enrollment preference, to increase the proportion of enrolled students from the three priority populations. c. The school has implemented a systematic process for evaluating recruitment and outreach strategies and program services for each of the three categories of students, and makes strategic improvements as needed.

Summative Evidence for Benchmark 9:

Over this charter term, the trajectory for this benchmark has improved from Falls Far Below to an Approaches due to subgroup enrollment improvements, with remaining issues of overall under-enrollment.

1. Element: ***Targets are met:***
   - **Indicator a:**
     Nicotra consistently enrolls SWDs and ED students at rates higher than the DoL, and is currently, 2021-2022, +3 and +12 percentage points, respectively. The school's enrollment of ELLs approaches the DoL and is currently, 2021-2022, -5 percentage points.

2. Element: ***Targets are not met:***
   - **Indicator a:**
     The school is not meeting the student enrollment plan outlined in its charter. Currently, 2021-2022, the school is at 64 percent of its contracted enrollment.

- **Indicator b:**
  As per the board and school leader focus groups as well as the 2022 Renewal Application narrative, Nicotra continues to do outreach to attract and retain students by hosting multilingual open houses, campaigning in NYC Housing Authority buildings, hiring of an ICS director of external relations, ICS director of communications, the creation of a culturally diverse recruitment team, and the creation of promotional videos.

  According to the Renewal Application narrative, Nicotra does the following for each student population:

  1. SWD - ICS counselors and recruitment team collaborate with guidance counselors on Staten Island to reach the SWD population through digital marketing ads, doing outreach to principals to run virtual or in-house presentations, and hosting remote sessions.

  2. ELL - ICS dispatched a recruitment team to areas of non-native English speakers, shared translated marketing materials, and made their school website Google Translate friendly.

  3. ED - ICS recruitment team led a door-knocking campaign to the NYC Housing Authority areas, food pantries, and community supermarkets in Staten Island to distribute flyers and communicate with locals about Nicotra's mission.

  The challenges outlined by the board and school leadership are location, transportation, and disincentive of Grade 8 entry. In focus group discussions during the 2022 site visit, parents made the recommendation to include enrollment in additional grades instead of their 8th and 9th grade cut-off, as Nicotra's current practice limits enrollment and access for families with multiple aged children.

- **Indicator c:**
  The school has implemented a systematic process for evaluating recruitment and outreach strategies and program services for each of the three categories of students, and makes strategic improvements as needed, as indicated in the 2022 renewal application narrative.

See Attachment 1 for data tables and additional information.

Benchmark 10: Legal Compliance

The school complies with applicable laws, regulations, and the provisions of its charter.

Finding: Approaches

Element	*Indicators*
1. Legal Compliance	a. The school has compiled a record of substantial compliance with applicable state and federal laws and the provisions of its charter including, but not limited to: those related to student admissions and enrollment; FOIL and Open Meetings Law; protecting the rights of students and employees; financial management and oversight; governance and reporting; and health and safety requirements. b. The school has undertaken appropriate corrective action when needed and has implemented necessary safeguards to maintain compliance with all legal requirements. c. The school has sought Board of Regents and/or Charter School Office approval for significant revisions.

Summative Evidence for Benchmark 10:

Over this charter term, the trajectory for this benchmark has been consistent as an Approaches due to continuing concerns regarding compliance with applicable state and federal laws and the terms of its charter.

1. Element: ***Legal Compliance:***
   - **Indicator a:**
     ICS has compiled a mixed record of compliance with state and federal laws and the provisions of its charter in governance and operation of Nicotra.

     The review of board minutes shows that ICS conducts meetings that substantially comply with board by-laws and NYS Open Meetings Law. There are some compliance issues that require correction: as reported in its annual report, ICS conducted ten board meetings in 2021-2022 (instead of the 12 required by state statute). Board minutes reference but do not include copies of meeting materials such as school dashboards. Also, the school's annual report does not provide links to all required key policies on the school website (link to NYS School Report Card is missing) and others are hard to find (DASA policy is not posted at link provided, but in Student and Family Handbook). Other key school policies are included in the Student and Family Handbook (discipline, DASA, complaint), which is posted in the resources section of the school website. FOIL policy, District Safety Plan, Data Privacy policies, and ICS Board By-laws are posted on the ICS website. The ICS board of trustees is presently working on bringing all school policies (except for the enrollment policy) to a common standard language for all ICS schools.

     ICS has not achieved compliance with charter-contracted enrollment for Nicotra, as it failed to meet eighty-five percent of contracted enrollment numbers in each of the first four years of the initial charter (2018-2019, 2019-2020, 2020-2021, 2021-2022).

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- **Indicator b:**
  In 2020, NYSED Office of Audit Services performed an audit of ICS internal controls and board oversight over the period from July 1, 2017, through July 31, 2019. A draft audit report was released on August 6, 2020, noting continued fiscal concerns. The education corporation was sent additional correspondence from the Office of Audit Services dated December 22, 2022, which included recommendations to continue to work with its auditors to address the noted issues related to the need to follow fiscal procedures and maintain documentation. The education corporation was also required to return federal funds due to expenditures that could not be accounted for.

  Nicotra continues to operate under a Corrective Action Plan (CAP) submitted in June 2020 to correct academic deficiencies in Grade 8 ELA. The CAP was approved by CSO in response to a Notice of Deficiency issued on June 18, 2020 and remains in effect to date.

- **Indicator c:**
  Nicotra is seeking the following revisions to its charter:
    o   Amend its organizational chart to reflect significant changes;
    o   Decrease its authorized enrollment from the currently approved 403 students to 369 students;
    o   Remove the Key Design Element from the school's charter mentioning specific numeric class sizes while maintaining small classes of fewer than 20 students; and
    o   Amend the Key Design Element language in the description "Innovative Charter" to include "In instances where dually certified teachers cannot be hired, a classroom will have a content teacher and a special education teacher working as a team in order to ensure that all students with disabilities receive instruction from a special educator as well as a content teacher within their integrated classrooms for at least 60% of the normal school week."
    o   To change the name of its school from "Lois and Richard Nicotra Early College Charter School" to "Early College Charter School"

2022 NYSED Charter School Information Dashboard

Overview

Charter School Selection

Charter School Selection	**BEDS Code**	**2021-2022 Enrollment**
LOIS AND RICHARD NICOTRA EARLY COLLEGE CHARTER SCHOOL	353100861136	239

ESEA Accountability Designation (2021-2022):	This school is designated as a school in **Good Standing** under current New York State criteria as defined by the Elementary and Secondary Education Act.

Charter School Information

School District of Location:	NEW YORK CITY GEOGRAPHIC DISTRICT #31
Total Public School Enrollment of Resident Students attending Charter Schools:	4%
Additional School District: (if applicable)*	N/A
Total Public School Enrollment of Resident Students attending Charter Schools:	-
Grades Served:	8-12
Address:	1441 SOUTH AVE-5TH FL STATEN ISLAND NY 10314
Website:	www.nicotracharter.org
RIC:	NEW YORK CITY
Regents Region:	NEW YORK CITY REGION - STATEN ISLAND
Regent:	CHRISTINE D. CEA
Active Date:	7/1/2018
Authorizer:	NYS BOR
CEO:	JESSICA CARNAVAS
CEO Phone:	(347) 855-2238
CEO Email:	jcarnavas@nicotracharter.org
BOT President:	JILL PATEL
BOT President Phone:	(646) 460-4467
BOT President Email:	JillPatel@si.rr.com
Institution ID:	800000089927

*An additional district may be used for comparison if a school is chartered to serve a school district other than the one in which they are located or if 40% of their students are residents of a district other than the district in which they are located.

BoR Charter School Office Information

Regional Liaison:	Paolo Giovine
Performance Framework:	2015
Current Term:	8/1/18-6/30/23
2018-2019	Check-in
2019-2020	Check-in
2020-2021	Midterm
2021-2022	Check-in
2022-2023	Renewal

	Benchmark Rating	**Year of Rating**
BM1		
BM2		
BM3		
BM4		
BM5		
BM6		
BM7		
BM8		
BM9		
BM10		

2022 CSO Survey Results

2022 CSO Survey Results	**Confidence Interval**	**Response Rate**	**Survey Population**	**Total Responses**
Parent Survey	Does not meet 90% or 95% Confidence	22%	239	53
Student Survey (Grades 9-12)	Does not meet 90% or 95% Confidence	33%	201	66
Teacher Survey	Does not meet 90% or 95% Confidence	78%	32	25

Charter School

LOIS AND RICHARD NICOTRA EARLY COLLEGE CHARTER SCHOOL

Lois and Richard Nicotra Early College CS			ELA Differential	Math Differential	Science Differential	Graduation Rate Differential
Middle/High School	+/- 5	Brooklyn Laboratory CS	+1	-24	.	-85
		Eagle Academy for Young Men III	+4	-14	.	-87
		Young Women's Leadership School	-17	-19	-70	-100
		Mean	-4	-19	-70	-91
	+/- 7.5	East Side Community School	-15	-29	-71	-92
		Edmund W Gordon Brooklyn Laboratory CS	-8	-27	.	.
		Kingsborough Early College School	-12	-23	-86	-100
		Metropolitan Expeditionary Learning School	-13	-33	-28	-100
		Preparatory Academy for Writers: A College Board Sch	-20	-28	.	-87
		Quest To Learn	-11	-29	-48	-84
		Transit Tech Career and Technical Education HS	+41	.	.	-86
		Unity Preparatory CS of Brooklyn	+4	-17	.	-88
		Mean	-4	-27	-58	-91
	+/- 10	All City Leadership Secondary School	-43	-62	.	-98
		Brocton Middle HS	+14	-8	-77	-80
		Brooklyn Collaborative Studies	-20	-41	-81	-91
		Channel View School for Research	-12	-25	.	-99
		Eagle Academy for Young Men II	+3	-55	.	-95
		Ellenville Junior/Senior HS	+19	-6	-38	-76
		Herkimer HS	+4	-19	-55	-92
		Odyssey Academy	+12	-21	-12	-92
		Olympia HS	+11	-23	-22	-89
		Park Slope Collegiate	-11	-46	.	-79
		Pathways College Preparatory School: A College Board	-1	-16	.	-96
		Robert F Wagner Jr Secondary School for Arts and Tech	-42	-64	.	-96
		Science, Technology & Research Early College	-34	-42	.	-100
		Thurgood Marshall Academy for Learning & Social Cha	+6	-7	-33	-82
		Warrensburg Junior-Senior HS	+11	-10	-50	-83
		Watervliet Junior-Senior HS	+13	-8	-39	-90
		York Early College Academy	-16	-27	.	-99
		Young Women's Leadership School-Queens	-34	-46	.	-92
		Young Womens Leadership School - Astoria	-33	-41	.	-100
		Mean	-8	-30	-45	-91
		Mean	-7	-28	-51	-91

See NOTES (1) and (11).

Charter School

LOIS AND RICHARD NICOTRA EARLY COLLEGE CHARTER SCHOOL

2.a.i. and 2.a.ii. Trending Toward Proficiency – Aggregate and Subgroup Standards-Based Trend Toward Proficiency:

Elementary/Middle School Trending Toward Proficiency - Minimum Expectation = 80%

Lois and Richard Nicotra Early College CS	ELA				Math			
	All Students	SWD	ELL	ED	All Students	SWD	ELL	ED
2018-2019	36%	50%	-	32%	-	-	-	-
2021-2022	57%	38%	-	63%	-	-	-	-

See NOTES (2), (3), (7), and (8).

2.b.i. and 2.b.ii Proficiency - Aggregate and Subgroup School Level Proficiency:

Elementary/Middle School Assessment Proficiency State and District Differentials Over Time
Comparison of
Lois and Richard Nicotra Early College Charter School and New York City CSD 31
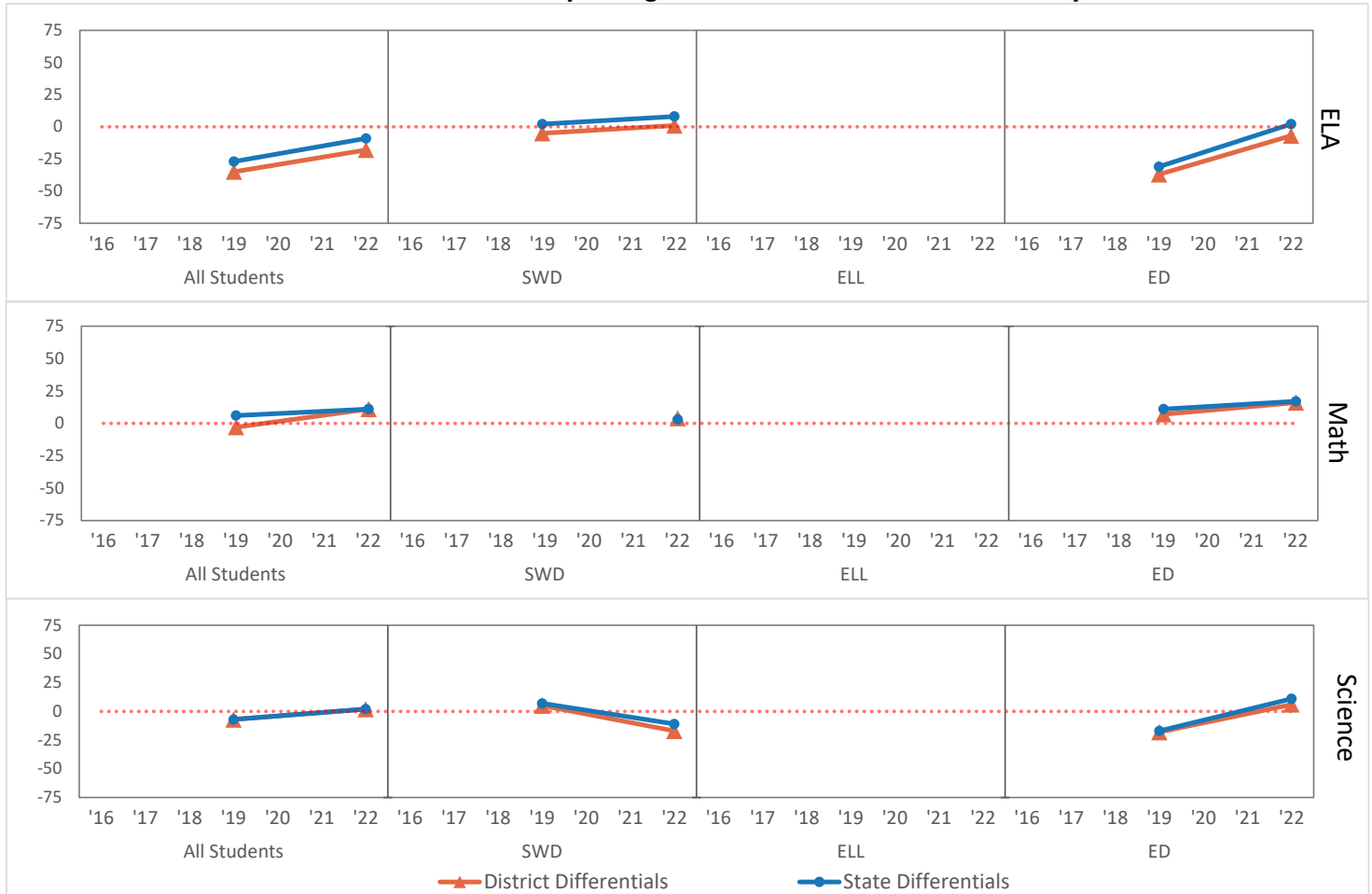
See NOTES (1), (2), (3), and (6).

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.i. and 2.b.ii Proficiency - Aggregate and Subgroup School Level Proficiency:

Elementary/Middle School Assessment Proficiency Outcomes: Charter School, District, and NYS

		ELA					Math					Science				
		Lois and Richard Nicotra Early College CS	NYC CSD 31	Differential to District	NYS	Differential to NYS	Lois and Richard Nicotra Early College CS	NYC CSD 31	Differential to District	NYS	Differential to NYS	Lois and Richard Nicotra Early College CS	NYC CSD 31	Differential to District	NYS	Differential to NYS
All Students	2018-2019	21%	56%	**-35**	48%	**-27**	40%	43%	**-3**	34%	**+6**	49%	56%	**-7**	56%	**-7**
	2021-2022	41%	59%	**-18**	50%	**-9**	38%	27%	**+11**	27%	**+11**	52%	50%	**+2**	50%	**+2**
SWD	2018-2019	17%	22%	**-5**	15%	**+2**	-	-	**-**	-	**-**	36%	31%	**+5**	29%	**+7**
	2021-2022	25%	24%	**+1**	17%	**+8**	11%	7%	**+4**	8%	**+3**	14%	31%	**-17**	25%	**-11**
ED	2018-2019	8%	45%	**-37**	39%	**-31**	40%	33%	**+7**	29%	**+11**	30%	48%	**-18**	47%	**-17**
	2021-2022	44%	51%	**-7**	42%	**+2**	39%	23%	**+16**	22%	**+17**	52%	46%	**+6**	41%	**+11**

See NOTES (1), (2), (3), (6), and (7).

2.b.iii. Aggregate Grade-Level Proficiency:

All Students Grade-Level Proficiency

		ELA					Math					Science				
		Lois and Richard Nicotra Early College CS	NYC CSD 31	Differential to District	NYS	Differential to NYS	Lois and Richard Nicotra Early College CS	NYC CSD 31	Differential to District	NYS	Differential to NYS	Lois and Richard Nicotra Early College CS	NYC CSD 31	Differential to District	NYS	Differential to NYS
Grade 8	2018-2019	21%	56%	**-35**	48%	**-27**	40%	43%	**-3**	34%	**+6**	49%	56%	**-7**	56%	**-7**
	2021-2022	41%	59%	**-18**	50%	**-9**	38%	27%	**+11**	27%	**+11**	52%	50%	**+2**	50%	**+2**

See NOTES (1), (3), (6), and (7).

2.b.iv. Subgroup Grade-Level Proficiency:

Students with Disabilities Grade-Level Proficiency

		ELA					Math					Science				
		Lois and Richard Nicotra Early College CS	NYC CSD 31	Differential to District	NYS	Differential to NYS	Lois and Richard Nicotra Early College CS	NYC CSD 31	Differential to District	NYS	Differential to NYS	Lois and Richard Nicotra Early College CS	NYC CSD 31	Differential to District	NYS	Differential to NYS
Grade 8	2018-2019	17%	22%	-5	15%	+2	-	-	-	-	-	36%	31%	+5	29%	+7
	2021-2022	25%	24%	+1	17%	+8	11%	7%	+4	8%	+3	14%	31%	-17	25%	-11

See NOTES (1), (2), (3), (6), and (7).

2.b.iv. Subgroup Grade-Level Proficiency:

Economically Disadvantaged Grade-Level Proficiency

		ELA					Math					Science				
		Lois and Richard Nicotra Early College CS	NYC CSD 31	Differential to District	NYS	Differential to NYS	Lois and Richard Nicotra Early College CS	NYC CSD 31	Differential to District	NYS	Differential to NYS	Lois and Richard Nicotra Early College CS	NYC CSD 31	Differential to District	NYS	Differential to NYS
Grade 8	2018-2019	8%	45%	-37	39%	-31	40%	33%	+7	29%	+11	30%	48%	-18	47%	-17
	2021-2022	44%	51%	-7	42%	+2	39%	23%	+16	22%	+17	52%	46%	+6	41%	+11

See NOTES (1), (3), (6), and (7).

2/27/2023

Charter School

LOIS AND RICHARD NICOTRA EARLY COLLEGE CHARTER SCHOOL

Regents Testing Outcomes – Aggregate and Subgroup Annual Regents Outcomes:

Annual Regents Outcomes

		All Students				SWD				ELL				ED			
		Charter Total Tested	Lois and Richard Nicotra Early College CS	NYS	Differential to NYS	Charter Total Tested	Lois and Richard Nicotra Early College CS	NYS	Differential to NYS	Charter Total Tested	Lois and Richard Nicotra Early College CS	NYS	Differential to NYS	Charter Total Tested	Lois and Richard Nicotra Early College CS	NYS	Differential to NYS
Algebra I (Common Core)	2018-2019	81	57%	71%	-14	27	30%	44%	-14	-	-	-	-	58	55%	62%	-7
	2019-2020	59	86%	95%	-9	20	80%	91%	-11	-	-	-	-	44	89%	94%	-5
	2020-2021	46	100%	97%	+3	7	100%	96%	+4	-	-	-	-	31	100%	96%	+4
	2021-2022	80	43%	69%	-26	28	18%	42%	-24	-	-	-	-	64	42%	59%	-17
Algebra II (Common Core)	2020-2021	44	100%	100%	0	8	100%	100%	0	-	-	-	-	35	100%	100%	0
English Language Arts (Common Core)	2019-2020	66	91%	96%	-5	16	81%	91%	-10	-	-	-	-	45	87%	94%	-7
	2020-2021	43	100%	99%	+1	12	100%	98%	+2	-	-	-	-	36	100%	99%	+1
Geometry (Common Core)	2019-2020	51	100%	98%	+2	9	100%	97%	+3	-	-	-	-	35	100%	97%	+3
	2020-2021	50	100%	100%	0	15	100%	100%	0	-	-	-	-	41	100%	100%	0
Global History	2020-2021	92	100%	100%	0	22	100%	100%	0	5	100%	100%	0	72	100%	100%	0
	2021-2022	53	75%	81%	-6	10	80%	57%	+23	-	-	-	-	35	71%	74%	-3
Living Environment	2018-2019	75	60%	73%	-13	24	50%	45%	+5	-	-	-	-	53	51%	63%	-12
	2019-2020	63	98%	97%	+1	18	94%	94%	0	-	-	-	-	48	98%	96%	+2
	2020-2021	44	100%	99%	+1	6	100%	97%	+3	-	-	-	-	30	100%	98%	+2
	2021-2022	71	52%	76%	-24	24	21%	51%	-30	-	-	-	-	57	47%	67%	-20
Physical Setting/ Chemistry	2020-2021	56	100%	100%	0	11	100%	100%	0	-	-	-	-	41	100%	100%	0
Physical Setting/ Earth Science	2019-2020	58	100%	97%	+3	13	100%	95%	+5	-	-	-	-	38	100%	96%	+4
	2020-2021	34	100%	98%	+2	6	100%	98%	+2	-	-	-	-	28	100%	98%	+2
	2021-2022	9	100%	61%	+39	5	100%	38%	+62	-	-	-	-	7	100%	50%	+50
US History	2018-2019	82	29%	77%	-48	27	19%	51%	-32	-	-	-	-	59	24%	67%	-43
	2019-2020	60	72%	97%	-25	17	71%	93%	-22	-	-	-	-	46	72%	95%	-23
	2020-2021	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2021-2022	27	100%	100%	0	-	-	-	-	-	-	-	-	19	100%	100%	0

See NOTES (1), (2), (3), (4), and (7).

Charter School

LOIS AND RICHARD NICOTRA EARLY COLLEGE CHARTER SCHOOL

3.a.i. and 3.a.ii. High School Outcomes – Aggregate and Subgroup Total Cohort Regents Testing Outcomes:

Aggregate and Subgroup 4-Year Cohort Regents Testing Outcomes

		All Students				SWD				ELL				ED			
		Charter Total Cohort	Lois and Richard Nicotra Early College CS	NYS	Differential to NYS	Charter Total Cohort	Lois and Richard Nicotra Early College CS	NYS	Differential to NYS	Charter Total Cohort	Lois and Richard Nicotra Early College CS	NYS	Differential to NYS	Charter Total Cohort	Lois and Richard Nicotra Early College CS	NYS	Differential to NYS
ELA	2018 Cohort	35	97%	87%	+10	6	100%	71%	+29	-	-	-	-	28	96%	83%	+13
Global History	2018 Cohort	35	97%	86%	+11	6	100%	72%	+28	-	-	-	-	28	96%	83%	+13
Math	2018 Cohort	35	97%	91%	+6	6	100%	76%	+24	-	-	-	-	28	96%	89%	+7
Science	2018 Cohort	35	97%	91%	+6	6	100%	77%	+23	-	-	-	-	28	96%	88%	+8
US History	2018 Cohort	35	89%	84%	+5	6	83%	69%	+14	-	-	-	-	28	89%	80%	+9

See NOTES (1), (2), (3), (4), and (7).

3.a.iii. and 3.a.iv. High School Outcomes – Aggregate and Subgroup College and Career Readiness:

Not applicable to this charter school

3.b.i. and 3.b.ii. Graduation Outcomes – Aggregate and Subgroup Cohort Graduation Rates:

High School Graduation Rates by Cohort

		All Students				SWD				ELL				ED			
		Charter Total Cohort	Lois and Richard Nicotra Early College CS	NYS Graduation Rate	Differential to NYS	Charter Total Cohort	Lois and Richard Nicotra Early College CS	NYS Graduation Rate	Differential to NYS	Charter Total Cohort	Lois and Richard Nicotra Early College CS	NYS Graduation Rate	Differential to NYS	Charter Total Cohort	Lois and Richard Nicotra Early College CS	NYS Graduation Rate	Differential to NYS
2018 Cohort	4 Year	35	94%	87%	+7	6	83%	69%	+14	-	-	-	-	28	93%	82%	+11

See NOTES (2) and (3).

2/27/2023

3.b.iii. and 3.b.iv. Graduation Outcomes – Aggregate and Subgroup Cohort On-Track to Graduate:

Third Year On-Track to Graduate – Target = 75%

Lois and Richard Nicotra Early College CS	All Students			SWD			ELL			ED		
	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track
2018	39	38	97%	6	6	100%	-	-	-	33	32	97%
2019	47	40	85%	6	6	100%	-	-	-	33	32	97%

See NOTES (2), (3), and (9).

Benchmark 9 - Indicator 1: Enrollment and Retention

Charter School

LOIS AND RICHARD NICOTRA EARLY COLLEGE CHARTER SCHOOL

1.a.i. Aggregate Enrollment:

Aggregate Enrollment: Reported vs Contracted - Target = 100%

Lois and Richard Nicotra Early College CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2018-2019	144	78	54%
2019-2020	241	137	57%
2020-2021	315	174	55%
2021-2022	373	239	64%

1.a.ii. Subgroup Enrollment:

Subgroup Enrollment: Students with Disabilities, English Language Learners, and Economically Disadvantaged

	SWD			ELL			ED		
	Lois and Richard Nicotra Early College CS	NYC CSD 31	Differential to District	Lois and Richard Nicotra Early College CS	NYC CSD 31	Differential to District	Lois and Richard Nicotra Early College CS	NYC CSD 31	Differential to District
2018-2019	33%	25%	+8	5%	8%	-3	73%	59%	+14
2019-2020	27%	24%	+3	7%	8%	-1	72%	59%	+13
2020-2021	26%	24%	+2	5%	9%	-4	78%	62%	+16
2021-2022	26%	23%	+3	4%	9%	-5	73%	61%	+12

See NOTES (2) and (6).

2/27/2023

1.b.i. and 1.b.ii. Retention:

Retention - Aggregate and Subgroups

	All Students			SWD			ELL			ED		
	Lois and Richard Nicotra Early College CS	NYC CSD 31	Differential to District	Lois and Richard Nicotra Early College CS	NYC CSD 31	Differential to District	Lois and Richard Nicotra Early College CS	NYC CSD 31	Differential to District	Lois and Richard Nicotra Early College CS	NYC CSD 31	Differential to District
2019-2020	82%	87%	**-5**	73%	90%	**-17**	50%	88%	**-38**	77%	87%	**-10**
2020-2021	85%	91%	**-6**	73%	93%	**-20**	67%	92%	**-25**	85%	93%	**-8**
2021-2022	90%	86%	**+4**	84%	78%	**+6**	78%	87%	**-9**	88%	88%	**0**

*See NOTES (2) and (6) below.

1.c.i. and 1.c.ii. High School Persistence:

Aggregate and Subgroup 4-, 5-, and 6-year Cohort Persistence Rates – Target = 85%

		All Students			SWD			ELL			ED		
		Original Cohort	Persistent	Percent Persistent	Original Cohort	Persistent	Percent Persistent	Original Cohort	Persistent	4 Year Persistent	Original Cohort	Persistent	Percent Persistent
2018 Cohort	4 Year	38	30	79%	9	7	78%	-	-	-	31	23	74%

*See NOTES (2), (3), and (10) below.

2/27/2023

(1) Data in the table above represents tested students who scored proficiently on the NYSTP ELA, math, or science assessments or on the Regents math or science exams.

(2) For the students with disabilities and the English language learners subgroups, both current and former members of the subgroups have been combined.

(3) Pursuant to NYSED business rules, the data was suppressed for subgroups containing <5 students and the subgroup category may not be included for the metric.

(4) Data in the table above represents students who passed the Annual Regents or equivalents (score of 65 or better).

(5) The 4- and 5-year graduation rates reported are as of August. The 6-year graduation rates are as of June.

(6) Data in the table above represents a comparison between those grades served in the charter school to only those same grades in the district.

(7) A "." in any table indicates that the data was suppressed, no student sat for the exam, or the exam was not given.

(8) Data in the table above represents tested students who either maintained a proficient score from one year to the next or students whose proficiency level increased from one year to the next (a proficient score is level 3 or 4).

(9) Data in the table above represents students within their respective subgroups who have passed three out of the five Annual Regents and Regents Common Core Examinations (score of 65 or better) or equivalents.

(10) Data in the table above represents the percentage of students from the original 9th grade cohort who persisted within the same school to a 4-year graduation (includes August graduates).

(11) Data in the table above is a comparison of the differentials of the 3-8 assessments and the 4-year graduation rate for the school and other schools with the same grade structure and similar subgroup enrollment pattern. The notation +/- 5, indicates the highest level of similarity.

(12) Data in the table above represents students who passed their Regents ELA exam with a score equal to or higher than 75 and also passed at least one of their Regents math exams with a score equal to or higher than 80.

Charter School Fiscal Accountability Summary

LOIS AND RICHARD NICOTRA EARLY COLLEGE CHARTER SCHOOL

	2017-18	2018-19	2019-20	2020-21	2021-22
Grades Served	-	8-9	8-10	8-11	8-12
Maximum Chartered Grades Served	-	8-12	8-12	8-12	8-12
Chartered Enrollment	-	144	241	315	373
Maximum Chartered Enrollment	-	403	403	403	403
Actual Enrollment	-	78	137	174	239

Chartered vs. Actual Enrollment

AUDITED FINANCIALS

STATEMENT OF FINANCIAL POSITION

ASSETS	2017-18	2018-19	2019-20	2020-21	2021-22
Current Assets					
Cash and Cash Equivalents	-	3,992,121	7,274,256	11,739,285	9,762,876
Grants and Contracts Receivable	-	1,413,456	454,790	1,235,529	1,725,640
Prepaid Expenses	-	427,076	490,480	479,159	33,914
Other Current Assets	-	26,436	351,436	1,154,406	444,619
Total Current Assets	-	5,859,619	8,570,962	14,608,379	11,967,049
Non-Current Assets					
Property, Building and Equipment, net	-	4,821,250	5,151,433	5,731,656	12,925,297
Restricted Cash	-	120,628	195,000	220,000	245,000
Security Deposits	-	210,426	321,011	321,011	752,491
Other Non-Current Assets	-	262,677	242,074	-	200,868
Total Non - Current Assets	-	5,414,981	5,909,518	6,272,667	14,123,656
Total Assets	-	11,274,600	14,480,480	20,881,046	26,090,705
LIABILITIES and NET ASSETS					
Current Liabilities					
Accounts Payable and Accrued Expenses	-	3,067,009	2,312,200	453,467	4,667,648
Accrued Payroll and Payroll Taxes	-	-	-	2,729,274	-
Due to Related Parties	-	-	119,740	-	-
Refundable Advances	-	225,539	-	-	115,113
Other Current Liabilities	-	-	3,480,236	724,505	-
Total Current Liabilities	-	3,292,548	5,912,176	3,907,246	4,782,761
Long-Term Liabilities					
Deferred Rent	-	1,951,453	1,884,802	1,818,151	3,163,307
Other Long-Term Liabilities	-	782,873	745,292	3,159,257	9,961,980
Total Long-Term Liabilities	-	2,734,326	2,630,094	4,977,408	13,125,287
Total Liabilities	-	6,026,874	8,542,270	8,884,654	17,908,048
NET ASSETS					
Unrestricted	-	4,804,888	5,469,836	11,501,760	7,725,476
Restricted	-	442,838	468,374	494,632	457,181
Total Net Assets	-	5,247,726	5,938,210	11,996,392	8,182,657
Total Liabilities and Net Assets	-	11,274,600	14,480,480	20,881,046	26,090,705

Cash, Assets and Liabilities

Net Assets

STATEMENT OF ACTIVITIES

OPERATING REVENUE	2017-18	2018-19	2019-20	2020-21	2021-22
State and Local Per Pupil Revenue - Reg. Ed	-	14,187,017	15,849,513	17,100,433	21,104,308
State and Local Per Pupil Revenue - SPED	-	5,880,884	6,413,016	7,206,925	7,759,731
State and Local Per Pupil Facilities Revenue	-	-	-	2,285,969	3,843,141
Federal Grants	-	4,963,662	1,643,455	1,269,007	2,713,572
State and City Grants	-	-	2,437,993	689,527	364,686
Other Operating Income	-	22,917	57,627	3,595,171	112,397
Total Operating Revenue	-	25,054,480	26,401,604	32,147,032	35,897,835
EXPENSES					
Program Services					
Regular Education	-	13,067,839	13,500,804	13,425,130	20,202,141
Special Education	-	7,203,534	7,723,626	7,982,306	10,468,237
Other Expenses	-	-	-	-	-
Total Program Services	-	20,271,373	21,224,430	21,407,436	30,670,378
Supporting Services					
Management and General	-	3,461,593	4,257,406	4,534,290	6,556,972
Fundraising	-	259,236	295,598	287,410	336,271
Total Support Services	-	3,720,829	4,553,004	4,821,700	6,893,243
Total Expenses	-	23,992,202	25,777,434	26,229,136	37,563,621
Surplus/Deficit from Operations	-	1,062,278	624,170	5,917,896	(1,665,786)
SUPPORT AND OTHER REVENUE					
Interest and Other Income	-	-	-	13,673	-
Contributions and Grants	-	140,702	66,314	126,613	-
Fundraising Support	-	33,614	-	-	-
Other Support and Revenue	-	-	-	-	-
Total Support and Other Revenue	-	174,316	66,314	140,286	-
Change in Net Assets	-	1,236,594	690,484	6,058,182	(1,665,786)
Net Assets - Beginning of Year	-	4,171,640	5,247,726	5,938,210	11,996,392
Net Assets - End of Year	-	5,408,234	5,938,210	11,996,392	10,330,606

Revenue & Expenses

Change in Net Assets

FISCAL ANALYSIS

RATIOS, BENCHMARKS and FINDINGS

REVENUE & EXPENSE BREAKDOWN	2017-18	2018-19	2019-20	2020-21	2021-22
Revenue - Per Pupil					
Operating	-	321,211	192,712	184,753	150,200
Support and Other Revenue	-	2,235	484	806	-
Total Revenue	-	323,446	193,196	185,559	150,200
Expenses - Per Pupil					
Program Services	-	259,889	154,923	123,031	128,328
Mangement and General, Fundraising	-	47,703	33,234	27,711	28,842
Total Expenses	-	307,592	188,156	150,742	157,170
% of Program Services	0.0%	84.5%	82.3%	81.6%	81.6%
% of Management and Other	0.0%	15.5%	17.7%	18.4%	18.4%
% of Revenue Exceeding Expenses	0.0%	5.2%	2.7%	23.1%	-4.4%

FINANCIAL COMPOSITE SCORE	2017-18	2018-19	2019-20	2020-21	2021-22
Composite Score	-	2.24	1.97	3.00	1.43
BENCHMARK and FINDING: Strong; 1.5 - 3.0 / Adequate; 1.0 - 1.4 / Needs Monitoring; -1.0 - 0.9	-	Strong	Strong	Strong	Adequate

WORKING CAPITAL	2017-18	2018-19	2019-20	2020-21	2021-22
Net Working Capital	-	2,567,071	2,658,786	10,701,133	7,184,288
Working Capital (Current) Ratio	-	1.8	1.4	3.7	2.5
BENCHMARK and FINDING: Ratio should be equal to or greater than 1.2	-	Meets Standard	Meets Standard	Meets Standard	Meets Standard

DEBT TO ASSET	2017-18	2018-19	2019-20	2020-21	2021-22
Debt to Asset Ratio	-	0.5	0.6	0.4	0.7
BENCHMARK and FINDING: Ratio should be equal to or less than 1.0	-	Meets Standard	Meets Standard	Meets Standard	Meets Standard

CASH POSITION	2017-18	2018-19	2019-20	2020-21	2021-22
Days of Cash	-	60.7	103.0	163.4	94.9
BENCHMARK and FINDING: Ratio should be equal to or greater than 60 days	-	Meets Standard	Meets Standard	Meets Standard	Meets Standard

TOTAL MARGIN	2017-18	2018-19	2019-20	2020-21	2021-22
Total Margin Ratio	-	0.0	0.0	0.2	(0.0)
BENCHMARK and FINDING: Ratio should be equal to or greater than 0.0	-	Meets Standard	Meets Standard	Meets Standard	Does Not Meet Standard
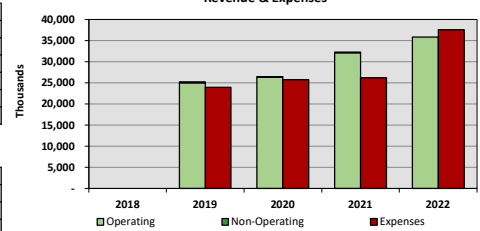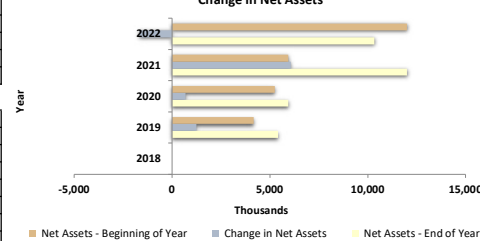
Enrollment vs. Revenue & Expenses
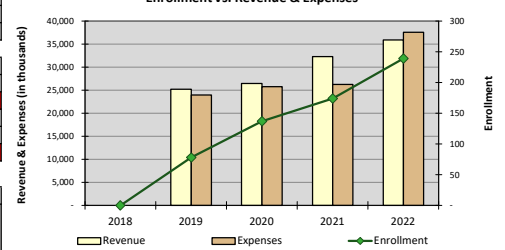
Working Capital
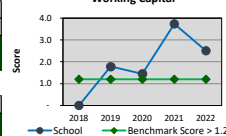
Debt to Asset
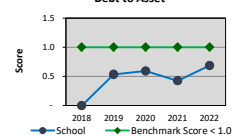
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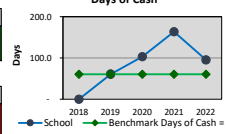
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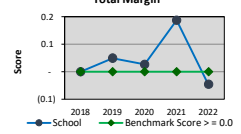
New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

NYS BOARD OF REGENTS

AUTHORIZED CHARTER SCHOOLS

April 2021

2021 Annual Survey of Charter School Parents/Guardians, Teachers, and Students

Prepared for Lois & Richard Nicotra Early College Charter School

NYS Education Department Charter School Office

Introduction

In February of 2021, the NYSED Charter School Office (CSO) published the first iteration of three new annual surveys: parents/guardians of students, teachers, and students in grades 9 through 12.

Building upon NYSED's commitment to community-based authorizing, these surveys assisted in sharing community voice and provided Board of Regents-authorized charter schools with an invaluable tool to engage in school improvement. Community-based authorizing is based on the principle that community stakeholder voice, and response to community need, is an integral component of charter school decision making at all levels. NYSED expects to see evidence of community voice, as well as a commitment to the principles of diversity, equity, and inclusion, as a central tenant of existing Board of Regents-authorized charter schools. Participation and the findings of these surveys are directly related to the standards of Benchmarks 2 and 3 of the Performance Framework for Board of Regents-authorized charter schools.

I am very pleased to share the school specific results of our first 'Survey of Parents/Guardians, Teachers, and Students 2021.' There was a total of 9,205 parent responses, 2,412 teacher responses, and 3,195 student responses from 92 Board of Regents-authorized charter schools.

Thank you to our charter schools for embracing the task of disseminating these surveys and assisting in the furtherance of our commitment to listening to your communities. I look forward to continuing our work together for the betterment of the students of the state of New York.

Sincerely,

David Frank
Executive Director, Charter Schools Office

Lois and Richard Nicotra Early College CS   Response n = 24   Response Rate = 14%

		All Charter Schools		Lois and Richard Nicotra Early College CS		Difference
Q1a The charter school has high academic expectations for my child.	**Strongly Agree**	77%	7,064	83%	20	6
	Somewhat Agree	18%	1,633	8%	2	-10
	Neither Agree nor Disagree	4%	331	0%	0	-4
	Somewhat Disagree	1%	96	8%	2	7
	Strongly Disagree	1%	81	0%	0	-1
Q1b I am aware of the academic supports available to my child.	**Strongly Agree**	71%	6,563	83%	20	12
	Somewhat Agree	21%	1,916	13%	3	-8
	Neither Agree nor Disagree	4%	401	4%	1	0
	Somewhat Disagree	2%	198	0%	0	-2
	Strongly Disagree	1%	127	0%	0	-1
Q1c The teaching quality at this school is very high.	**Strongly Agree**	72%	6,617	79%	19	7
	Somewhat Agree	20%	1,887	13%	3	-7
	Neither Agree nor Disagree	5%	443	4%	1	-1
	Somewhat Disagree	2%	154	4%	1	2
	Strongly Disagree	1%	104	0%	0	-1
Q2a The school's discipline policy is clear.	**Strongly Agree**	72%	6,640	58%	14	-14
	Somewhat Agree	17%	1,557	17%	4	0
	Neither Agree nor Disagree	9%	792	21%	5	12
	Somewhat Disagree	1%	122	0%	0	-1
	Strongly Disagree	1%	94	4%	1	3

Lois and Richard Nicotra Early College CS   Response n = 24   Response Rate = 14%

		All Charter Schools		Lois and Richard Nicotra Early College CS		Difference
Q2b The school's discipline policy is fair to all students.	**Strongly Agree**	67%	6,210	67%	16	0
	Somewhat Agree	18%	1,628	8%	2	-10
	Neither Agree nor Disagree	11%	1,058	17%	4	6
	Somewhat Disagree	2%	159	4%	1	2
	Strongly Disagree	2%	150	4%	1	2
Q2c The school's discipline policy is enforced by all teachers and staff.	**Strongly Agree**	67%	6,147	58%	14	-9
	Somewhat Agree	17%	1,574	17%	4	0
	Neither Agree nor Disagree	13%	1,240	21%	5	8
	Somewhat Disagree	1%	133	0%	0	-1
	Strongly Disagree	1%	111	4%	1	3
Q2d I am aware of how the school supports student social-emotional development.	**Strongly Agree**	67%	6,125	67%	16	0
	Somewhat Agree	20%	1,835	25%	6	5
	Neither Agree nor Disagree	9%	840	4%	1	-5
	Somewhat Disagree	2%	218	0%	0	-2
	Strongly Disagree	2%	187	4%	1	2
Q2e The school has social, emotional, and mental health programs and supports for all students.	**Strongly Agree**	61%	5,570	71%	17	10
	Somewhat Agree	20%	1,873	13%	3	-7
	Neither Agree nor Disagree	15%	1,367	13%	3	-2
	Somewhat Disagree	2%	207	0%	0	-2
	Strongly Disagree	2%	188	4%	1	2

Lois and Richard Nicotra Early College CS   Response n = 24   Response Rate = 14%

		All Charter Schools		Lois and Richard Nicotra Early College CS		Difference
Q3a The school provides a safe environment.	**Strongly Agree**	76%	7,006	79%	19	3
	Somewhat Agree	15%	1,366	8%	2	-7
	Neither Agree nor Disagree	7%	677	4%	1	-3
	Somewhat Disagree	1%	95	8%	2	7
	Strongly Disagree	1%	61	0%	0	-1
Q3b The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination.	**Strongly Agree**	66%	6,075	75%	18	9
	Somewhat Agree	20%	1,801	13%	3	-7
	Neither Agree nor Disagree	11%	1,018	8%	2	-3
	Somewhat Disagree	2%	193	4%	1	2
	Strongly Disagree	1%	118	0%	0	-1
Q3c Classroom environments support learning and are generally free from disruption.	**Strongly Agree**	65%	5,997	63%	15	-2
	Somewhat Agree	21%	1,916	21%	5	0
	Neither Agree nor Disagree	11%	1,026	13%	3	2
	Somewhat Disagree	2%	160	0%	0	-2
	Strongly Disagree	1%	106	4%	1	3
Q3d The school has high behavioral expectations for my child.	**Strongly Agree**	75%	6,923	67%	16	-8
	Somewhat Agree	17%	1,570	29%	7	12
	Neither Agree nor Disagree	6%	581	0%	0	-6
	Somewhat Disagree	1%	57	0%	0	-1
	Strongly Disagree	1%	74	4%	1	3

Lois and Richard Nicotra Early College CS   Response n = 24   Response Rate = 14%

		All Charter Schools		Lois and Richard Nicotra Early College CS		Difference
Q4a The school provides opportunities for parent participation within the school community.	**Strongly Agree**	69%	6,353	88%	21	19
	Somewhat Agree	19%	1,753	8%	2	-11
	Neither Agree nor Disagree	9%	827	0%	0	-9
	Somewhat Disagree	2%	152	0%	0	-2
	Strongly Disagree	1%	120	4%	1	3
Q4b I receive regular and timely information on my child's academic progress in my home language.	**Strongly Agree**	77%	7,104	67%	16	-10
	Somewhat Agree	15%	1,398	25%	6	10
	Neither Agree nor Disagree	4%	354	4%	1	0
	Somewhat Disagree	2%	204	4%	1	2
	Strongly Disagree	2%	145	0%	0	-2
Q4c The school uses many methods of communication with families.	**Strongly Agree**	80%	7,393	71%	17	-9
	Somewhat Agree	14%	1,274	25%	6	11
	Neither Agree nor Disagree	4%	325	0%	0	-4
	Somewhat Disagree	1%	119	4%	1	3
	Strongly Disagree	1%	94	0%	0	-1
Q4d The school seeks feedback from parents through surveys, meetings, or some other way.	**Strongly Agree**	76%	7,029	75%	18	-1
	Somewhat Agree	16%	1,508	21%	5	5
	Neither Agree nor Disagree	5%	418	0%	0	-5
	Somewhat Disagree	2%	159	0%	0	-2
	Strongly Disagree	1%	91	4%	1	3

Lois and Richard Nicotra Early College CS   Response n = 24   Response Rate = 14%

		All Charter Schools		Lois and Richard Nicotra Early College CS		Difference
Q4e The school has a complaint policy that is easy to find.	**Strongly Agree**	53%	4,900	63%	15	10
	Somewhat Agree	20%	1,820	4%	1	-16
	Neither Agree nor Disagree	21%	1,970	29%	7	8
	Somewhat Disagree	3%	288	0%	0	-3
	Strongly Disagree	2%	227	4%	1	2
Q4f The school has a complaint policy that is easy to understand.	**Strongly Agree**	55%	5,098	63%	15	8
	Somewhat Agree	19%	1,744	4%	1	-15
	Neither Agree nor Disagree	21%	1,970	33%	8	12
	Somewhat Disagree	2%	211	0%	0	-2
	Strongly Disagree	2%	182	0%	0	-2
Q4g The school informs parents about how it performs compared to other schools in the district and New York State.	**Strongly Agree**	54%	4,989	50%	12	-4
	Somewhat Agree	20%	1,803	8%	2	-12
	Neither Agree nor Disagree	19%	1,754	25%	6	6
	Somewhat Disagree	4%	364	4%	1	0
	Strongly Disagree	3%	295	13%	3	10
Q5 Thinking about this school's board meetings, which of the following statements best applies to you?	**I attend almost every board meeting**	15%	1,375	17%	4	2
	I occasionally attend board meetings	27%	2,477	29%	7	2
	I know when board meetings take place, but do not attend	31%	2,808	33%	8	2
	I do not know when board meetings take place and I do not attend	28%	2,545	21%	5	-7

Lois and Richard Nicotra Early College CS   Response n = 24   Response Rate = 14%

		All Charter Schools		Lois and Richard Nicotra Early College CS		Difference
Q6 Do you feel the school is fulfilling its mission?	**Yes**	87%	7,969	83%	20	-4
	No	4%	353	8%	2	4
	I don't know the school's mission	10%	883	8%	2	-2
Q7a The school has clear instructions on cleaning procedures and practices used in the school's buildings.	**Strongly Agree**	52%	4,758	50%	12	-2
	Somewhat Agree	12%	1,073	8%	2	-4
	Neither Agree nor Disagree	7%	685	13%	3	6
	Somewhat Disagree	1%	57	0%	0	-1
	Strongly Disagree	0%	46	0%	0	0
	Did not experience in-person learning	28%	2,586	29%	7	1
Q7b I am confident the school is following the proper safety standards.	**Strongly Agree**	58%	5,347	54%	13	-4
	Somewhat Agree	10%	953	13%	3	3
	Neither Agree nor Disagree	6%	507	8%	2	2
	Somewhat Disagree	0%	43	0%	0	0
	Strongly Disagree	0%	39	0%	0	0
	Did not experience in-person learning	25%	2,316	25%	6	0
Q7c My child has difficulty learning in the current school setting.	**Strongly Agree**	13%	1,186	8%	2	-5
	Somewhat Agree	13%	1,191	21%	5	8
	Neither Agree nor Disagree	11%	1,021	13%	3	2
	Somewhat Disagree	7%	604	0%	0	-7
	Strongly Disagree	27%	2,455	17%	4	-10
	Did not experience in-person learning	30%	2,748	42%	10	12

Lois and Richard Nicotra Early College CS   Response n = 24   Response Rate = 14%

		All Charter Schools		Lois and Richard Nicotra Early College CS		Difference
Q7d I worry my child will come in contact with COVID19 while in school.	**Strongly Agree**	23%	2,082	8%	2	-15
	Somewhat Agree	15%	1,419	13%	3	-2
	Neither Agree nor Disagree	13%	1,207	17%	4	4
	Somewhat Disagree	7%	631	8%	2	1
	Strongly Disagree	14%	1,301	17%	4	3
	Did not experience in-person learning	28%	2,565	38%	9	10
Q8a The school has provided me with help to support my child's remote learning.	**Strongly Agree**	69%	6,334	63%	15	-6
	Somewhat Agree	19%	1,739	21%	5	2
	Neither Agree nor Disagree	6%	552	13%	3	7
	Somewhat Disagree	3%	256	0%	0	-3
	Strongly Disagree	2%	202	4%	1	2
	Did not experience remote learning	1%	122	0%	0	-1
Q8b Handling remote learning platforms (Zoom, Google Meet, teacher apps, etc.) has been difficult.	**Strongly Agree**	28%	2,552	17%	4	-11
	Somewhat Agree	21%	1,913	25%	6	4
	Neither Agree nor Disagree	11%	1,004	8%	2	-3
	Somewhat Disagree	12%	1,094	13%	3	1
	Strongly Disagree	27%	2,529	38%	9	11
	Did not experience remote learning	1%	113	0%	0	-1

Lois and Richard Nicotra Early College CS   Response n = 24   Response Rate = 14%

		All Charter Schools		Lois and Richard Nicotra Early College CS		Difference
Q8c Managing my work along with my child's remote learning schoolwork has been a challenge.	**Strongly Agree**	42%	3,829	33%	8	-9
	Somewhat Agree	25%	2,258	17%	4	-8
	Neither Agree nor Disagree	11%	974	13%	3	2
	Somewhat Disagree	7%	656	4%	1	-3
	Strongly Disagree	15%	1,381	33%	8	18
	Did not experience remote learning	1%	107	0%	0	-1
Q8d The internet in my home works when my child needs to access school materials for remote learning	**Strongly Agree**	65%	6,023	67%	16	2
	Somewhat Agree	22%	2,003	17%	4	-5
	Neither Agree nor Disagree	5%	479	8%	2	3
	Somewhat Disagree	4%	388	8%	2	4
	Strongly Disagree	2%	227	0%	0	-2
	Did not experience remote learning	1%	85	0%	0	-1
Q8e My child has access to a tech device for school when needed for remote learning.	**Strongly Agree**	84%	7,747	88%	21	4
	Somewhat Agree	10%	928	8%	2	-2
	Neither Agree nor Disagree	3%	263	4%	1	1
	Somewhat Disagree	1%	97	0%	0	-1
	Strongly Disagree	1%	88	0%	0	-1
	Did not experience remote learning	1%	82	0%	0	-1
Q9a I have a clear idea how the school is educating my child.	**Strongly Agree**	67%	6,173	71%	17	4
	Somewhat Agree	24%	2,170	21%	5	-3
	Neither Agree nor Disagree	6%	508	4%	1	-2
	Somewhat Disagree	3%	234	0%	0	-3
	Strongly Disagree	1%	120	4%	1	3

New York State Department of Education
Charter School Office
Parent Survey 2021
All Charter Schools Response n = 9,205

Lois and Richard Nicotra Early College CS   Response n = 24   Response Rate = 14%

		All Charter Schools		Lois and Richard Nicotra Early College CS		Difference
Q9b I need to devote a great amount of time to support my child's school participation.	**Strongly Agree**	39%	3,628	25%	6	-14
	Somewhat Agree	27%	2,507	17%	4	-10
	Neither Agree nor Disagree	15%	1,420	17%	4	2
	Somewhat Disagree	9%	867	21%	5	12
	Strongly Disagree	9%	783	21%	5	12
Q9c I am concerned about my child's social or emotional well-being.	**Strongly Agree**	35%	3,258	29%	7	-6
	Somewhat Agree	23%	2,123	33%	8	10
	Neither Agree nor Disagree	14%	1,313	13%	3	-1
	Somewhat Disagree	10%	877	8%	2	-2
	Strongly Disagree	18%	1,634	17%	4	-1
Q9d I am more connected with my child's day-to-day education now than ever before.	**Strongly Agree**	52%	4,773	42%	10	-10
	Somewhat Agree	24%	2,249	29%	7	5
	Neither Agree nor Disagree	15%	1,360	17%	4	2
	Somewhat Disagree	5%	447	4%	1	-1
	Strongly Disagree	4%	376	8%	2	4

NYSED CSO Parent Survey 2021

New York State Department of Education
Charter School Office
Parent Survey 2021
Open End Responses

Lois and Richard Nicotra Early College CS

OPEN1 Why did you choose this school for your child to attend?	
	A good opportunity and smaller classrooms
	Career path. College bound vision.
	Good academic
	He would benefit from it.
	I chose this school because I think my child would have a better education and some college experience which I think is very good
	I chose this school because my son need more interaction with other children in the college education will be very useful
	I like the small class setting and the way the school preps the kids for college
	I love the small classes and their 2 teacher in each classroom
	I thought he would be better prepared for college in this school but now I am starting to think that's not the case. The teachers are constantly rotating for main classes and it feels like the school is not even set up and everyone is just trying to figure it out as they go. The PowerSchool app does NOT work and I can't even access my child's grades because it's never correct. Just so many things that need to be improved.
	I wanted my child to have opportunities that would not be available in public school.
	It is a very good school for my child and good teacher and very good staff
	Less children and more one on one learning for my child
	Love the staff and my son is excelling
	Opportunity for early college credit and smaller classroom size
	Small school and smaller teacher to student ratios and The early college program with St Johns.
	Smaller school setting to address my child's needs while allowing her to accumulate college credits while in high school.
	So my child can go to college early and get credits for the future
	The academic expectations of the school and of ours as parents was the reason we enrolled our child at this school. The early college courses connected with Saint Johns University was one of the major aspects of our decision to enroll our child. The school communicates very well with the parents, they respond to questions and most importantly my child has great communication with the teachers. Excellent academic standards.
	There affiliation with St. John's University.
	Thought a smaller school would allow better education.Also liked that was able to attend college while high school student.

New York State Department of Education
Charter School Office
Parent Survey 2021
Open End Responses

Lois and Richard Nicotra Early College CS

OPEN2 Please use the box below if you have any additional comments or concerns regarding this school or click SUBMIT to submit your survey.	At home learning has been very difficult to adjust too.
	Excellent academic standards.
	I would like the religion portion of the curriculum to be remove.. it can be confusing and can take away the student faith in their own religion
	This school has been a huge blessing in our lives.

Lois and Richard Nicotra Early College CS   Response n = 15

		All Charter Schools		Lois and Richard Nicotra Early College CS		Difference
Q1a The school has a documented curriculum that is aligned to the New York State learning standards.	**Strongly Agree**	75%	1,804	67%	10	-8
	Somewhat Agree	19%	456	20%	3	1
	Neither Agree nor Disagree	4%	87	7%	1	3
	Somewhat Disagree	2%	41	0%	0	-2
	Strongly Disagree	1%	24	7%	1	6
Q1b The school's curriculum is aligned horizontally across same grade level classrooms.	**Strongly Agree**	66%	1,602	33%	5	-33
	Somewhat Agree	22%	528	47%	7	25
	Neither Agree nor Disagree	8%	182	13%	2	5
	Somewhat Disagree	3%	66	0%	0	-3
	Strongly Disagree	1%	34	7%	1	6
Q1c The school's curriculum is aligned vertically between grade levels.	**Strongly Agree**	59%	1,413	33%	5	-26
	Somewhat Agree	28%	664	40%	6	12
	Neither Agree nor Disagree	9%	219	20%	3	11
	Somewhat Disagree	3%	83	0%	0	-3
	Strongly Disagree	1%	33	7%	1	6
Q1d The curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills and concepts.	**Strongly Agree**	60%	1,436	47%	7	-13
	Somewhat Agree	29%	692	40%	6	11
	Neither Agree nor Disagree	5%	130	7%	1	2
	Somewhat Disagree	4%	108	0%	0	-4
	Strongly Disagree	2%	46	7%	1	5

Lois and Richard Nicotra Early College CS   Response n = 15

		All Charter Schools		Lois and Richard Nicotra Early College CS		Difference
Q1e The curriculum is systematically reviewed and revised.	**Strongly Agree**	61%	1,480	40%	6	-21
	Somewhat Agree	24%	576	47%	7	23
	Neither Agree nor Disagree	8%	196	7%	1	-1
	Somewhat Disagree	4%	101	7%	1	3
	Strongly Disagree	2%	59	0%	0	-2
Q1f The school has a strong science curriculum.	**Strongly Agree**	42%	1,009	27%	4	-15
	Somewhat Agree	27%	660	47%	7	20
	Neither Agree nor Disagree	21%	509	13%	2	-8
	Somewhat Disagree	6%	135	7%	1	1
	Strongly Disagree	4%	99	7%	1	3
Q2a The school staff has a shared understanding of high-quality instruction that supports all learners.	**Strongly Agree**	65%	1,572	60%	9	-5
	Somewhat Agree	27%	650	33%	5	6
	Neither Agree nor Disagree	4%	87	0%	0	-4
	Somewhat Disagree	3%	69	0%	0	-3
	Strongly Disagree	1%	34	7%	1	6
Q2b Instructional delivery fosters engagement with all students.	**Strongly Agree**	61%	1,468	40%	6	-21
	Somewhat Agree	31%	751	47%	7	16
	Neither Agree nor Disagree	4%	104	0%	0	-4
	Somewhat Disagree	3%	69	13%	2	10
	Strongly Disagree	1%	20	0%	0	-1

Lois and Richard Nicotra Early College CS   Response n = 15

		All Charter Schools		Lois and Richard Nicotra Early College CS		Difference
Q2c The school differentiates instruction to ensure equity and access for all students.	**Strongly Agree**	63%	1,509	53%	8	-10
	Somewhat Agree	28%	673	33%	5	5
	Neither Agree nor Disagree	5%	110	7%	1	2
	Somewhat Disagree	4%	90	7%	1	3
	Strongly Disagree	1%	30	0%	0	-1
Q2d The school provides staff with professional development opportunities that promote best practices and improves all students' success, including subgroups: Students with disabilities (SWDs), English language learners (ELLs), and economically disadvantaged students (EDs)	**Strongly Agree**	58%	1,405	33%	5	-25
	Somewhat Agree	26%	634	27%	4	1
	Neither Agree nor Disagree	6%	146	13%	2	7
	Somewhat Disagree	7%	166	27%	4	20
	Strongly Disagree	3%	61	0%	0	-3
Q2e There is a uniform expectation for teachers' implementation of academic rigor in the school.	**Strongly Agree**	64%	1,535	53%	8	-11
	Somewhat Agree	23%	560	20%	3	-3
	Neither Agree nor Disagree	6%	154	0%	0	-6
	Somewhat Disagree	5%	111	27%	4	22
	Strongly Disagree	2%	52	0%	0	-2
Q3a The school uses a system of formative, diagnostic, and summative assessments.	**Strongly Agree**	69%	1,676	53%	8	-16
	Somewhat Agree	25%	606	33%	5	8
	Neither Agree nor Disagree	3%	77	0%	0	-3
	Somewhat Disagree	2%	37	13%	2	11
	Strongly Disagree	1%	16	0%	0	-1

Lois and Richard Nicotra Early College CS   Response n = 15

		All Charter Schools		Lois and Richard Nicotra Early College CS		Difference
Q3b The school uses qualitative and quantitative data to inform instruction and improve student outcomes.	**Strongly Agree**	67%	1,623	47%	7	-20
	Somewhat Agree	26%	633	40%	6	14
	Neither Agree nor Disagree	4%	89	0%	0	-4
	Somewhat Disagree	2%	41	13%	2	11
	Strongly Disagree	1%	26	0%	0	-1
Q3c The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program.	**Strongly Agree**	63%	1,508	40%	6	-23
	Somewhat Agree	26%	632	40%	6	14
	Neither Agree nor Disagree	6%	152	0%	0	-6
	Somewhat Disagree	4%	87	20%	3	16
	Strongly Disagree	1%	33	0%	0	-1
Q3d The school modifies its academic program after using data measurements.	**Strongly Agree**	59%	1,419	47%	7	-12
	Somewhat Agree	26%	631	33%	5	7
	Neither Agree nor Disagree	8%	190	7%	1	-1
	Somewhat Disagree	5%	124	7%	1	2
	Strongly Disagree	2%	48	7%	1	5
Q3e The school uses multiple measures to assess student progress toward State learning standards.	**Strongly Agree**	64%	1,555	53%	8	-11
	Somewhat Agree	25%	614	33%	5	8
	Neither Agree nor Disagree	6%	142	0%	0	-6
	Somewhat Disagree	3%	76	13%	2	10
	Strongly Disagree	1%	25	0%	0	-1

Lois and Richard Nicotra Early College CS   Response n = 15

		All Charter Schools		Lois and Richard Nicotra Early College CS		Difference
Q4a The school follows the NYSED approved identification process for students with disabilities.	**Strongly Agree**	72%	1,743	67%	10	-5
	Somewhat Agree	16%	375	13%	2	-3
	Neither Agree nor Disagree	10%	238	7%	1	-3
	Somewhat Disagree	1%	30	7%	1	6
	Strongly Disagree	1%	26	7%	1	6
Q4b The school follows the NYSED approved identification process for English language learners.	**Strongly Agree**	68%	1,648	53%	8	-15
	Somewhat Agree	17%	404	7%	1	-10
	Neither Agree nor Disagree	12%	296	13%	2	1
	Somewhat Disagree	2%	38	20%	3	18
	Strongly Disagree	1%	26	7%	1	6
Q4c The school provides supports to meet the academic needs for students with disabilities.	**Strongly Agree**	67%	1,606	53%	8	-14
	Somewhat Agree	23%	553	27%	4	4
	Neither Agree nor Disagree	5%	128	0%	0	-5
	Somewhat Disagree	3%	83	13%	2	10
	Strongly Disagree	2%	42	7%	1	5
Q4d The school provides supports to meet the academic needs for English language learners.	**Strongly Agree**	63%	1,520	47%	7	-16
	Somewhat Agree	23%	560	27%	4	4
	Neither Agree nor Disagree	8%	181	0%	0	-8
	Somewhat Disagree	4%	102	20%	3	16
	Strongly Disagree	2%	49	7%	1	5

Lois and Richard Nicotra Early College CS   Response n = 15

		All Charter Schools		Lois and Richard Nicotra Early College CS		Difference
Q4e The school provides supports to meet the academic needs for economically disadvantaged students.	**Strongly Agree**	72%	1,725	73%	11	1
	Somewhat Agree	19%	466	20%	3	1
	Neither Agree nor Disagree	6%	148	0%	0	-6
	Somewhat Disagree	2%	49	0%	0	-2
	Strongly Disagree	1%	24	7%	1	6
Q4f The school has systems to monitor the progress of individual students and to facilitate communication between interventionists and classroom teachers regarding the needs of individual students.	**Strongly Agree**	67%	1,627	60%	9	-7
	Somewhat Agree	22%	533	20%	3	-2
	Neither Agree nor Disagree	7%	159	0%	0	-7
	Somewhat Disagree	3%	67	13%	2	10
	Strongly Disagree	1%	26	7%	1	6
Q5a The school has processes and procedures in place to address chronic absenteeism for all students.	**Strongly Agree**	55%	1,337	47%	7	-8
	Somewhat Agree	27%	644	13%	2	-14
	Neither Agree nor Disagree	8%	199	7%	1	-1
	Somewhat Disagree	7%	157	20%	3	13
	Strongly Disagree	3%	75	13%	2	10
Q5b In general, attendance is not an issue at the school.	**Strongly Agree**	32%	776	13%	2	-19
	Somewhat Agree	30%	719	47%	7	17
	Neither Agree nor Disagree	15%	353	7%	1	-8
	Somewhat Disagree	15%	353	13%	2	-2
	Strongly Disagree	9%	211	20%	3	11

Lois and Richard Nicotra Early College CS   Response n = 15

		All Charter Schools		Lois and Richard Nicotra Early College CS		Difference
Q5c The school has processes and procedures in place to address out of school suspension rates for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program.	**Strongly Agree**	50%	1,202	47%	7	-3
	Somewhat Agree	22%	541	27%	4	5
	Neither Agree nor Disagree	23%	547	0%	0	-23
	Somewhat Disagree	3%	75	13%	2	10
	Strongly Disagree	2%	47	13%	2	11
Q5d The school has a process in place to measure and evaluate school climate culture.	**Strongly Agree**	51%	1,240	40%	6	-11
	Somewhat Agree	27%	642	40%	6	13
	Neither Agree nor Disagree	12%	301	0%	0	-12
	Somewhat Disagree	6%	136	0%	0	-6
	Strongly Disagree	4%	93	20%	3	16
Q6a The school's discipline policy is clear.	**Strongly Agree**	54%	1,306	33%	5	-21
	Somewhat Agree	29%	696	20%	3	-9
	Neither Agree nor Disagree	7%	178	7%	1	0
	Somewhat Disagree	7%	169	27%	4	20
	Strongly Disagree	3%	63	13%	2	10
Q6b The school's discipline policy is fair to all students.	**Strongly Agree**	57%	1,371	47%	7	-10
	Somewhat Agree	25%	601	13%	2	-12
	Neither Agree nor Disagree	10%	248	27%	4	17
	Somewhat Disagree	6%	134	13%	2	7
	Strongly Disagree	2%	58	0%	0	-2

Lois and Richard Nicotra Early College CS   Response n = 15

		All Charter Schools		Lois and Richard Nicotra Early College CS		Difference
Q6c The school's discipline policy is enforced by all teachers and staff.	Strongly Agree	44%	1,067	40%	6	-4
	Somewhat Agree	32%	766	13%	2	-19
	Neither Agree nor Disagree	12%	281	13%	2	1
	Somewhat Disagree	9%	216	20%	3	11
	Strongly Disagree	3%	82	13%	2	10
Q6d The school's discipline policy is updated as necessary with feedback from faculty.	Strongly Agree	49%	1,188	40%	6	-9
	Somewhat Agree	25%	595	27%	4	2
	Neither Agree nor Disagree	14%	337	7%	1	-7
	Somewhat Disagree	7%	179	27%	4	20
	Strongly Disagree	5%	113	0%	0	-5
Q6e The school utilizes behavior intervention plans for students who require specific social and behavioral skills in an academic setting.	Strongly Agree	62%	1,484	60%	9	-2
	Somewhat Agree	25%	613	27%	4	2
	Neither Agree nor Disagree	8%	185	7%	1	-1
	Somewhat Disagree	4%	89	7%	1	3
	Strongly Disagree	2%	41	0%	0	-2
Q6f Teachers and staff interacting with students with disabilities are aware of and follow specific discipline and prevention protocols for these students.	Strongly Agree	58%	1,409	67%	10	9
	Somewhat Agree	26%	626	7%	1	-19
	Neither Agree nor Disagree	9%	229	13%	2	4
	Somewhat Disagree	5%	110	7%	1	2
	Strongly Disagree	2%	38	7%	1	5

Lois and Richard Nicotra Early College CS   Response n = 15

		All Charter Schools		Lois and Richard Nicotra Early College CS		Difference
Q7a The school provides a safe environment.	**Strongly Agree**	78%	1,879	73%	11	-5
	Somewhat Agree	17%	409	13%	2	-4
	Neither Agree nor Disagree	3%	77	0%	0	-3
	Somewhat Disagree	1%	29	7%	1	6
	Strongly Disagree	1%	18	7%	1	6
Q7b The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination.	**Strongly Agree**	66%	1,596	67%	10	1
	Somewhat Agree	24%	590	13%	2	-11
	Neither Agree nor Disagree	6%	141	0%	0	-6
	Somewhat Disagree	2%	57	13%	2	11
	Strongly Disagree	1%	28	7%	1	6
Q7c Classroom environments support learning and are generally free from disruption.	**Strongly Agree**	61%	1,470	73%	11	12
	Somewhat Agree	27%	662	13%	2	-14
	Neither Agree nor Disagree	5%	130	7%	1	2
	Somewhat Disagree	5%	110	0%	0	-5
	Strongly Disagree	2%	40	7%	1	5
Q7d The school has high behavioral expectations for all students	**Strongly Agree**	67%	1,627	60%	9	-7
	Somewhat Agree	22%	528	7%	1	-15
	Neither Agree nor Disagree	6%	134	7%	1	1
	Somewhat Disagree	3%	84	13%	2	10
	Strongly Disagree	2%	39	13%	2	11

Lois and Richard Nicotra Early College CS   Response n = 15

		All Charter Schools		Lois and Richard Nicotra Early College CS		Difference
Q7e Teacher-student interactions could typically be described as supportive and respectful.	**Strongly Agree**	76%	1,836	87%	13	11
	Somewhat Agree	20%	480	7%	1	-13
	Neither Agree nor Disagree	2%	59	0%	0	-2
	Somewhat Disagree	1%	24	0%	0	-1
	Strongly Disagree	1%	13	7%	1	6
Q7f There is a uniform expectation for all teachers' classroom management in your school.	**Strongly Agree**	66%	1,600	53%	8	-13
	Somewhat Agree	23%	554	33%	5	10
	Neither Agree nor Disagree	6%	138	0%	0	-6
	Somewhat Disagree	4%	85	0%	0	-4
	Strongly Disagree	1%	35	13%	2	12
Q8 What is the name of your school's Dignity for All Students Act (DASA) coordinator?	**Name Given**	66%	1,597	67%	10	1
	Don't Know	34%	815	33%	5	-1
Q9 When is the last time you received a copy of the school's DASA policy?	**This school year**	61%	1,469	47%	7	-14
	The previous school year	16%	381	13%	2	-3
	Prior to the previous school year	5%	121	13%	2	8
	I'm not aware of any DASA policy	18%	441	27%	4	9
Q10 When is the last time you received DASA training?	**<1 year ago**	48%	1,147	40%	6	-8
	1-2 years ago	23%	549	27%	4	4
	3-4 years ago	11%	270	20%	3	9
	>4 years ago	9%	214	0%	0	-9
	I've never received DASA training	10%	232	13%	2	3
Q11_Open What is the name of your school's McKinney-Vento Coordinator?	**Name Given**	49%	1,191	60%	9	11
	Don't Know	51%	1,221	40%	6	-11

Lois and Richard Nicotra Early College CS   Response n = 15

		All Charter Schools		Lois and Richard Nicotra Early College CS		Difference
Q11a The school provides opportunities for parent participation within the school community.	**Strongly Agree**	66%	1,601	47%	7	-19
	Somewhat Agree	24%	579	47%	7	23
	Neither Agree nor Disagree	6%	139	0%	0	-6
	Somewhat Disagree	3%	68	0%	0	-3
	Strongly Disagree	1%	25	7%	1	6
Q11b Parents receive regular and timely information on their child's academic progress in their home language.	**Strongly Agree**	71%	1,721	40%	6	-31
	Somewhat Agree	22%	528	47%	7	25
	Neither Agree nor Disagree	4%	90	0%	0	-4
	Somewhat Disagree	2%	54	7%	1	5
	Strongly Disagree	1%	19	7%	1	6
Q11c The school uses many methods of communication with families.	**Strongly Agree**	81%	1,960	67%	10	-14
	Somewhat Agree	15%	365	13%	2	-2
	Neither Agree nor Disagree	2%	48	7%	1	5
	Somewhat Disagree	1%	27	7%	1	6
	Strongly Disagree	0%	12	7%	1	7
Q11d The school seeks feedback from parents through surveys, meetings, or some other way.	**Strongly Agree**	73%	1,772	47%	7	-26
	Somewhat Agree	18%	443	27%	4	9
	Neither Agree nor Disagree	6%	134	7%	1	1
	Somewhat Disagree	2%	39	13%	2	11
	Strongly Disagree	1%	24	7%	1	6

Lois and Richard Nicotra Early College CS   Response n = 15

		All Charter Schools		Lois and Richard Nicotra Early College CS		Difference
Q11e The school has a systematic and transparent process for responding to family or community concerns.	Strongly Agree	66%	1,599	53%	8	-13
	Somewhat Agree	22%	536	20%	3	-2
	Neither Agree nor Disagree	7%	175	0%	0	-7
	Somewhat Disagree	3%	65	13%	2	10
	Strongly Disagree	2%	37	13%	2	11
Q11f The school informs parents about how it performs compared to other schools in the district and New York State.	Strongly Agree	59%	1,425	47%	7	-12
	Somewhat Agree	18%	437	7%	1	-11
	Neither Agree nor Disagree	20%	475	27%	4	7
	Somewhat Disagree	2%	43	13%	2	11
	Strongly Disagree	1%	32	7%	1	6
Q12a The school has social, emotional, and mental health programs and supports for all students.	Strongly Agree	68%	1,632	80%	12	12
	Somewhat Agree	23%	553	20%	3	-3
	Neither Agree nor Disagree	4%	106	0%	0	-4
	Somewhat Disagree	3%	84	0%	0	-3
	Strongly Disagree	2%	37	0%	0	-2
Q12b School leaders collect and use data to track the social-emotional needs of all students, including students in subgroups.	Strongly Agree	54%	1,299	60%	9	6
	Somewhat Agree	24%	578	27%	4	3
	Neither Agree nor Disagree	14%	335	0%	0	-14
	Somewhat Disagree	6%	144	7%	1	1
	Strongly Disagree	2%	56	7%	1	5

Lois and Richard Nicotra Early College CS   Response n = 15

		All Charter Schools		Lois and Richard Nicotra Early College CS		Difference
Q12c School leaders collect and use data regarding the impact of programs designed to support the social and emotional health of all students.	**Strongly Agree**	53%	1,276	60%	9	7
	Somewhat Agree	23%	552	27%	4	4
	Neither Agree nor Disagree	17%	400	0%	0	-17
	Somewhat Disagree	5%	129	7%	1	2
	Strongly Disagree	2%	55	7%	1	5
Q12d The school provides staff with professional development opportunities to support the social-emotional and mental health of students in a culturally responsive manner.	**Strongly Agree**	58%	1,409	73%	11	15
	Somewhat Agree	26%	624	13%	2	-13
	Neither Agree nor Disagree	8%	189	7%	1	-1
	Somewhat Disagree	6%	133	7%	1	1
	Strongly Disagree	2%	57	0%	0	-2
Q12e The school has processes and procedures in place to address the learning and social-emotional needs of McKinney-Vento eligible students.	**Strongly Agree**	46%	1,106	67%	10	21
	Somewhat Agree	16%	393	7%	1	-9
	Neither Agree nor Disagree	32%	766	13%	2	-19
	Somewhat Disagree	3%	76	0%	0	-3
	Strongly Disagree	3%	71	13%	2	10
Q13 How many total years of K-12 teaching experience do you have?	**Less than 1 year**	6%	146	0%	0	-6
	1-3 years	21%	513	40%	6	19
	4-6 years	29%	711	13%	2	-16
	7-10 years	19%	466	40%	6	21
	More than 10 years	24%	576	7%	1	-17

Lois and Richard Nicotra Early College CS   Response n = 15

		All Charter Schools		Lois and Richard Nicotra Early College CS		Difference
Q14 How long have you been teaching in this school in your current grade level?	Less than 1 year	25%	602	20%	3	-5
	1-3 years	44%	1,065	73%	11	29
	4-6 years	22%	523	0%	0	-22
	7-10 years	6%	134	7%	1	1
	More than 10 years	4%	88	0%	0	-4
Q15 How long have you been teaching in this school in your current subject area/teaching assignment?	Less than 1 year	19%	470	20%	3	1
	1-3 years	42%	1,016	67%	10	25
	4-6 years	24%	584	0%	0	-24
	7-10 years	7%	180	13%	2	6
	More than 10 years	7%	162	0%	0	-7
Q16a The school has an effective school leadership team that communicates a clearly defined mission and set of goals to staff and the school community.	Strongly Agree	60%	1,439	40%	6	-20
	Somewhat Agree	26%	625	20%	3	-6
	Neither Agree nor Disagree	6%	137	13%	2	7
	Somewhat Disagree	5%	121	13%	2	8
	Strongly Disagree	4%	90	13%	2	9
Q16b The school has a clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school.	Strongly Agree	53%	1,273	40%	6	-13
	Somewhat Agree	27%	658	20%	3	-7
	Neither Agree nor Disagree	7%	172	13%	2	6
	Somewhat Disagree	8%	185	7%	1	-1
	Strongly Disagree	5%	124	20%	3	15

Lois and Richard Nicotra Early College CS   Response n = 15

		All Charter Schools		Lois and Richard Nicotra Early College CS		Difference
Q16c The school successfully recruits, hires, and retains key personnel that meets the needs of all students and subgroups, and makes decisions – when warranted – to remove ineffective staff members.	**Strongly Agree**	48%	1,154	40%	6	-8
	Somewhat Agree	26%	639	20%	3	-6
	Neither Agree nor Disagree	12%	294	20%	3	8
	Somewhat Disagree	8%	201	0%	0	-8
	Strongly Disagree	5%	124	20%	3	15
Q16d The school's leadership demonstrates a high level of accountability such that leadership takes responsibility for outcomes.	**Strongly Agree**	56%	1,353	53%	8	-3
	Somewhat Agree	24%	578	7%	1	-17
	Neither Agree nor Disagree	8%	189	13%	2	5
	Somewhat Disagree	7%	166	13%	2	6
	Strongly Disagree	5%	126	13%	2	8
Q17a Roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to.	**Strongly Agree**	54%	1,304	33%	5	-21
	Somewhat Agree	26%	635	27%	4	1
	Neither Agree nor Disagree	10%	251	20%	3	10
	Somewhat Disagree	6%	141	0%	0	-6
	Strongly Disagree	3%	81	20%	3	17
Q17b The school ensures that staff has the requisite skills, expertise, and professional development necessary to meet all students' needs, including students in subgroups.	**Strongly Agree**	57%	1,370	40%	6	-17
	Somewhat Agree	27%	657	33%	5	6
	Neither Agree nor Disagree	8%	194	13%	2	5
	Somewhat Disagree	5%	129	7%	1	2
	Strongly Disagree	3%	62	7%	1	4

**New York State Department of Education
Charter School Office
Teacher Survey 2021
All Charter Schools Response n = 2,412**

Lois and Richard Nicotra Early College CS   Response n = 15

		All Charter Schools		Lois and Richard Nicotra Early College CS		Difference
Q17c The school is fully staffed with personnel who are able to meet all operational needs, including finance, human resources, and communications.	Strongly Agree	60%	1,446	53%	8	-7
	Somewhat Agree	24%	575	27%	4	3
	Neither Agree nor Disagree	8%	199	7%	1	-1
	Somewhat Disagree	5%	121	13%	2	8
	Strongly Disagree	3%	71	0%	0	-3
Q18a The school has established procedures for effective collaboration among teachers.	Strongly Agree	62%	1,501	40%	6	-22
	Somewhat Agree	27%	645	47%	7	20
	Neither Agree nor Disagree	5%	125	0%	0	-5
	Somewhat Disagree	4%	92	7%	1	3
	Strongly Disagree	2%	49	7%	1	5
Q18b The school has systems to monitor and maintain organizational and instructional quality through a formal evaluation process for teacher and other staff.	Strongly Agree	65%	1,567	47%	7	-18
	Somewhat Agree	26%	621	40%	6	14
	Neither Agree nor Disagree	5%	129	7%	1	2
	Somewhat Disagree	2%	57	7%	1	5
	Strongly Disagree	2%	38	0%	0	-2
Q18c The school has mechanisms to solicit teacher and staff feedback and to gauge their satisfaction.	Strongly Agree	58%	1,391	40%	6	-18
	Somewhat Agree	25%	607	53%	8	28
	Neither Agree nor Disagree	7%	171	0%	0	-7
	Somewhat Disagree	6%	136	0%	0	-6
	Strongly Disagree	4%	107	7%	1	3

Lois and Richard Nicotra Early College CS   Response n = 15

		All Charter Schools		Lois and Richard Nicotra Early College CS		Difference
Q18d The school provides you with the resources and support to do your job well when teaching remotely.	Strongly Agree	63%	1,514	60%	9	-3
	Somewhat Agree	24%	573	27%	4	3
	Neither Agree nor Disagree	6%	145	0%	0	-6
	Somewhat Disagree	5%	123	7%	1	2
	Strongly Disagree	2%	57	7%	1	5
Q18e The school provides you with the resources and support to do your job well when teaching in-person.	Strongly Agree	64%	1,554	53%	8	-11
	Somewhat Agree	22%	537	33%	5	11
	Neither Agree nor Disagree	9%	219	7%	1	-2
	Somewhat Disagree	3%	65	7%	1	4
	Strongly Disagree	2%	37	0%	0	-2
Q18f The school provides you with the resources and support to do your job well when teaching concurrently.	Strongly Agree	57%	1,365	53%	8	-4
	Somewhat Agree	22%	529	33%	5	11
	Neither Agree nor Disagree	16%	390	7%	1	-9
	Somewhat Disagree	3%	71	7%	1	4
	Strongly Disagree	2%	57	0%	0	-2
Q19 How strongly do you agree or disagree that there is a long-term career pathway and opportunities for professional growth for you at this school?	Strongly Agree	45%	1,077	53%	8	8
	Somewhat Agree	33%	804	20%	3	-13
	Neither Agree nor Disagree	10%	244	13%	2	3
	Somewhat Disagree	7%	180	7%	1	0
	Strongly Disagree	4%	107	7%	1	3

Lois and Richard Nicotra Early College CS   Response n = 15

		All Charter Schools		Lois and Richard Nicotra Early College CS		Difference
Q20 Meetings, such as faculty, staff, grade-level, curricular, child study, and the like are:	**Well organized**	78%	1,878	67%	10	-11
	Well attended	83%	2,012	67%	10	-16
	Focused on relevant content	70%	1,696	53%	8	-17
	Recognized by all faculty as valuable	45%	1,092	40%	6	-5
	None of the above	2%	60	13%	2	11
Q21 Please select all types of meetings where faculty members collaborate with one another.	**Team meetings**	94%	2,271	87%	13	-7
	Department meetings	76%	1,834	93%	14	17
	Staff meetings	86%	2,081	93%	14	7
	Informal planning time	78%	1,892	60%	9	-18
	Teacher/professional leadership meetings	73%	1,764	73%	11	0
	Other	9%	226	13%	2	4

NYSED CSO Teacher Survey 2021

Lois and Richard Nicotra Early College CS

Q2_Open1 Explain what an academically rigorous lesson looks like in your classroom:	we have established rigor by assessing ourselves, eachother and there is a constant checking for understanding
	A classroom where all students are engaged and appropriately challenged based on their specific learning needs and academic level in a way that is relatable and connectable.
	A less that is aligned to a standard, has success criteria that is generated from the students, offers multiple entry points into the lesson via zoom, and incorporates students interests.
	A lesson that includes challenging activities for all students who are engaged. Focus on different skills for different needs of students to meet the learning target
	A rigorous lesson in my classroom looks like a task that requires critical thinking and give access to all students in the same time have multiple ways to be solved.
	All students are challenged appropriately to their academic level within that learning target or standard. Meaning students would be working on the same topic but different levels of rigor.
	All students being challenged appropriately according to instructional goals.
	An academically rigorous lesson in my class is to create lessons based on NGSS standard, differentiate students based on what they need, and provide with instruction and support to reach their goals
	Depends on the level of student you are working with
	I plan my lessons to align to the state standards.
	It challenges all students in different ways.
	It is scaffolded, differentiated and adaptable to all learners with attainable and challenging targets and goals attached to it.
	Learning to identify and locate major bones and muscle groups within the human body.

Lois and Richard Nicotra Early College CS

	Students are engaging with the content in my case global and are breaking down how the enduring issues area effecting the different regions and time periods of the past. Students have different expectations based on their levels but all learners are engaged some struggling more then other. I like to provide material that is both challenging but not too challenging where it turn the students off.
	Students are not only learning the "required" information/concepts/skills, they are learning beyond that and being challenged and making them think beyond class. They make wholistic connections to the real world.

Lois and Richard Nicotra Early College CS

Q2_Open2 Explain how you differentiate instruction for students in your classes:	Differentiation takes on many forms, I sometimes give articles based on reading level, give students choice in how they recieve new information, student choice in assessments, give different assignments to students on different levels etc.
	I create tiered groups, sometimes break out rooms, and or independently paced and differentiated Nearpods.
	I design my lessons based on the students' needs and learning styles. Provide students with different assignments which best fit their ability and help them grow academically. Challenging them without frustrating them.
	I differentiate instruction in my classroom based on students' need and in a way that all students are challenged beyond their comfort zone. After the mini lesson, my tier one students work on advanced more complex problems where my tier 2 students watch a video of the concept or start with simpler problems then the level of challenge increase. Once they show mastery they move to tier one work. My tier 3 students will have guided questions and reteach with modeling simple examples then try problems on their own.
	I differentiate my lessons to cater to individual students' strengths and abilities.
	I have many forms of media, and ways that sts can learn plus one on one meetings
	I use illustrations prompts nearood visuals and leveled assignments and questions
	I use my student IEP's to provide them with differentiated services and align them as needed. By providing them with Checklist, Graphic organizers, one on one instruction both verbal and non-verbal prompts just to name a few i let the IEP guide me on the path to Diffrentiation.
	In math, I differentiate tasks (based on tiers) for students based on their learning needs and academic level. Students also receive modeled instruction and utilize video/online resources based on their IEP classification/learning need.
	Making available many modes of learning.

Lois and Richard Nicotra Early College CS

	Students are grouped into tiers where we work on different skills needed to meet the overall goal. Some students need extra support while others are advance and need more challenging materials.
	The standard is assessed in more than one viable way. Students may do a nearpod lesson, a writing activity, or meet in a break out room for one-to-one with the second teacher.
	We come up with a lesson that includes all students. We give different ways of learning so everyone gains understanding.
	all activities have modifications for students with physical limitations.
	use of SDI and SAS trackers to ensure that student needs are met daily, use of RTI in the instructional program, differentiation in methods of input and output.

Lois and Richard Nicotra Early College CS

Q3_Open How do you use data in your classroom to guide instruction?	
	By focusing on underperformed areas and the reassessing.
	Data from daily lessons are used to assess if students were able to meet the standards and goals. From there, then it is decided on reviewing and ensuring understanding before moving forward
	Data us used to their students and that guides instruction
	I go over data to know what is working and what doesn't in order to adjust my lessons accordingly.
	I see how my student understood the most recent topics via classwork, check point questions, and quizzes to determine my next lesson's groups and content pacing.
	I use data before, during and after instruction. Before the lesson, I use data from previous assessments(MAP, Unit test, Midterm and previous day) to plan what to focus on and what to give as a do now. Every student answer every question during the lesson on the chat (Do now and mini lesson)Then I purposely chose who to answer based on the assessment. All class activity work is on google classroom and is used as an assessment. I also use the end of class exit ticket or summary as an assessment to plan for the next lesson. Based on the data collected, I know if students met the goal of the day. If 80% of class met the goal, I plan supplemental help/ intense help during RTI time. If many students fall in tier 2 and 3, then I go back and reteach the lesson using different way to reach more students.
	I use data to change my pacing and to give tailored and specific intruction to those in need.
	I use data to inform me of what standards students are mastering or not mastering. This will then help me plan and differentiate lessons.
	I use data to reflect what has worked and what hasn't as well as to see what the students seems o buy into in terms of activities. I also use the data to tract the growth off my students.

Lois and Richard Nicotra Early College CS

	I used daily assessment to drive my RTI instruction on our blended learning days to meet all students needs, no matter if they need to be challenged or are proficient or developing.
	Using data to set goals for each student, separate students into different tiers based on RTI, then provide the help they need most.
	We us the MAP exam scores to guide the students individual work.
	by using a tracker
	modify instruction based on formative and summative assessment.
	to identify the students that are proficient and students that are struggling. therefore modifications can be made to lessons

Lois and Richard Nicotra Early College CS

Q6_Open Describe the methods available for teachers to raise student discipline concerns. If no such methods exist, write "none" in the space below.	None
	Speaking with collegues to see if similar concerns exist Bringing concerns to BIT (behavior intervention team) meetings. Speak to Principal, AP, or coaches
	Teachers can always reach out to the counselors and admin when concerned about a student's discipline. We also meet weekly as a Behavior Intervention Team to address and discuss these discipline issues and other academic struggles that we notice.
	Teachers can call or email parents, schedule meetings or conferences to address concerns and implement a plan of action.
	The main method I use is to inform admin after the students has been addressed multiple times.
	We have meetings every week that we can discuss student discipline.
	We have weekly meetings in which we address academic and behavioral issues. We look at the strength of the student, how is the behavior and academic and create action plans and follow up to address the concerns.
	We us our once a week BIT meetings to address academic and behavior concerns.
	We would have meeting , we have a weekly bit meeting for student that are on our radar for either diesoline corners of also emotional or academic concerns.
	none
	speak to supervisors, discuss in weekly behavior intervention team meetings

Lois and Richard Nicotra Early College CS

Q7_Open Describe how the school addresses issues of bullying, discrimination, and harassment. If you don't know, write "don't know."	Any concerns are brought to the counselors and or admins and a follow up plan will be put in place. RJ Circle training are in the works in progress and planned to be utilized more frequently to help with such situations.
	Bullying, discrimination, and harassment are not permitted under any circumstances and the administration addresses it promptly.
	Don't know
	If a student talks about it then it will be addressed, or if a teacher or staff member hears about it will then be addressed
	If their is bullying we would do a restorative justice circle to talk it out and in terms of discriminations it would probably be a similar meeting with the aggressor having them do a restoritive justice cirle.
	One on one conversations Seminars Mediation
	The school does not tolerate any form of discrimination or harassment. If some shows itself in class it is stopped immediately.
	The school uses restorative justice strategies to deal with these situations with the involvement of teachers, parents, students, administration and counseling.
	We have groups that meet with counselors weekly. We also use restorative justice circles/ routines.
	We have some small groups that meet with the counselor weekly, we also have restorative justice.
	counseling, behavior intervention team
	don't know
	meetings
	no tolerance

Lois and Richard Nicotra Early College CS

Q12_Open Provide examples of how the school supports students' social-emotional and mental health needs:	By being and ardent and available community.
	Counselor walk ins Counseling groups After school clubs/ activities Having conversations regulary Wellness class/curriculum
	Counselors, SPED teams and general ed teachers meet weekly to discuss the SEL, academic, and behavior of our students.
	Discuss the students' social-emotional and mental health needs in the meetings. School provides teachers with a lesson plan sample and slides that we can use to address the needs.
	The school counselors are in charge collectively of all students and check in with them weekly. There are after school student group meetings and circles to promote social-emotional and mental health.
	The school has a counseling team that offers individual sessions and group sessions to all students to help them deal and cope with mental health issues and social emotional needs.
	They have a counselor and groups of students that meet. Students can reach out to any staff for support
	We do this in a multitude of ways 1st off we have a class called wellness where we teach DBT skills to the students as well as our weekly Bit meetings which high light a student that the teachers are concerned about because of either emotional, academic or behavior issues .
	We have amazing counselors and offer wellness courses to help students deal with their social-emotional and mental health needs.
	We have an amazing councilor who supports us whenever we need help or a student needs help.
	We have counselors
	We have counselors who reach out to all students and families. They work closely with teachers to identify any social-emotional challenge and follow up with one on one meetings or groups to support students.

Lois and Richard Nicotra Early College CS

	after school clubs counseling support groups
	counseling, wellness programs
	wellness clases and councelors

Lois and Richard Nicotra Early College CS

Q18_Open1 Please describe the teacher evaluation process. If none exists, write "none" in the space below.	After teacher observation, the leader gives feedback with next steps using the Danielson looks for.
	Before covid, we would be observed 2x a year informally and 1x formally at least. The informal ones don't have a pre-observation meeting. They all have a post evaluation however with notice and wonders. Teachers are then to self-reflect for improvement. This year evaluations have been difficult to do because student engagement and observation is not easy to gauge. However, we have been observed already by school leadership at random and given feedback for improvement. We often get meetings on how to Danielson lesson plan and interpreting the language. This covid year in particular however not so much but we are still expected to produce thorough lesson plans daily. We discuss and evaluate our lesson plans during department/team meeting sometimes.
	Danielson Evaluation process
	Danielson and informal observations
	None
	Supervisors would come to visit our class and give feedback and advise.
	Teachers are evaluated using the Danielson Rubric
	There are rigorous observations that align to the Danielson Rubric
	We have observations and then we meet to discuss them after it.
	We use Danielson Rubric for evaluations and coaching.
	We use the Danielson frame work Notices and wonderings Glows and grows
	don't know
	i have not been evaluated because my class is not "live" during blended/remote scheduling
	we are observed quite often

Lois and Richard Nicotra Early College CS

	we use the Danielson framework and reflections for professional growth. Those who observe use use low inference notes , we then use those notes to reflect on our practice and go through the Donaldson rubric to evaluate our self before we get evaluated by our observes in the post meeting.

Lois and Richard Nicotra Early College CS

Q18_Open2 Provide examples of how school leadership solicits feedback from staff. If none exists, write "none" in the space below.	After observations, questions are asked about the lesson to solicit feedback
	Feedback is usually given from staff before decisions are made. Feedback and reflections are always welcome when something new is introduced.
	Leaders ask teachers to add feedback via the weekly agenda and during weekly department meetings.
	None
	Surveys Asking out right
	We are encouraged to be an active participant in our evaluation process.
	We are encouraged to self-reflect after observations by addressing the wonders that are written and also self-reflect how we thought it went. School leadership is friendly enough to welcome feedback at any time via email.
	We ask teachers to add to the weekly agenda as well as the agenda set by their APs and their feedback drives our PD time. All are welcome to lead a PD.
	We get responses from the danielsen model and talk about how we can change for the better.
	don't know
	email, in meetings, in professional development
	meetings
	surveys after meeting/PDs
	there is always meeting and follow up reflection
	we get pop ins fairly often and within a day or two we will receive a summer of what was seen and then list of glow and grows to help guide on practice and what they wish to see changed.

Lois and Richard Nicotra Early College CS

Q22_Open Describe your understanding of the mission and key design elements of the school:	Help all students to achieve academic success increases the likelihood of college graduation.
	I have a deep understanding of the key design elements of the school.
	I understand that my goal everyday is to reach a student and help them achieve the goals
	My understanding of the mission and key design element is that we are an Early College High School that offer college credits for students at St.Johns University. We empower students to become assessment capable learners that drive their learning and assess their work and their peers.
	None
	Our mission is to prepare students for a college education or entrance into the work force with academic and leadership preparation.
	Our school wishes to prepare students for college byt thier Junior year. We want our students to be well rounded indiviudals who will be the leaders of tomorrow.
	Our schools hopes to prepare students to be college ready, specifically St. John's University ready by providing them with rigor, and a nurturing and supportive environment. Eligible students will be able to graduate with an associates degree from St. John's and a scholarship to continue education at St. John's thereafter. This is in hopes to bridge the economic disparity in who can attend college and gain college credit from a private institution.
	Students are on a track to be proactive members of their society, to be global citizens and to be college/career ready.
	The mission is to provide a college preparatory opportunity to all students including those who would not be as successful in a public school setting
	integration empowers

Lois and Richard Nicotra Early College CS

	our mission guides our practices and helped form our yearly cohort agenda for each class from cohort 1 to cohort 3 each have their own mission for the year.
	to integrate students with and without special needs into the same class setting to work toward the goal of attending st. johns
	to provide equity for all
	to provide students with vocational opportunities

Lois and Richard Nicotra Early College CS

| Q23_Open Please use this space to provide any additional information you feel is relevant to better inform the NYSED Charter School Office about this school and/or to make suggestions for areas the school can improve upon. | The only issue i would say we need to improve is that we we keep on innovating as needed but I feel that we also need more time to adapt to the changing expectations. We all adapt well in our school but it be nice if we had more time to change when we are given a new form or agenda that the admin wish to take a school in. We will adapt and become better because the initiatives are always good ideas but I feel like the staff doesn't always have enough time to do what needs to be done with meaning, so to speak. |

Lois and Richard Nicotra Early College CS   Response n = 28   Response Rate = 19%

		All Charter Schools		Lois and Richard Nicotra Early College CS		Difference
Q1a_In-Person I regularly attend school-sponsored events, such as school dances, sporting events, student performances, or other school activities.	Strongly Agree	11%	358	11%	3	0
	Somewhat Agree	15%	476	21%	6	6
	Neither Agree nor Disagree	8%	257	7%	2	-1
	Somewhat Disagree	4%	132	7%	2	3
	Strongly Disagree	5%	147	7%	2	2
	I have not attended in-person	57%	1,825	46%	13	-11
Q1a_Remote I regularly attend school-sponsored events, such as school dances, sporting events, student performances, or other school activities.	Strongly Agree	18%	566	14%	4	-4
	Somewhat Agree	22%	712	21%	6	-1
	Neither Agree nor Disagree	19%	595	18%	5	-1
	Somewhat Disagree	9%	291	14%	4	5
	Strongly Disagree	15%	478	14%	4	-1
	I have not attended remotely	17%	553	18%	5	1
Q1b_In-Person I regularly participate in extra-curricular activities offered through this school such as school clubs or organizations, musical groups, sports teams, student government, or any other extra-curricular activities.	Strongly Agree	13%	423	11%	3	-2
	Somewhat Agree	13%	405	36%	10	23
	Neither Agree nor Disagree	8%	247	4%	1	-4
	Somewhat Disagree	4%	131	0%	0	-4
	Strongly Disagree	6%	184	4%	1	-2
	I have not attended in-person	56%	1,805	46%	13	-10
Q1b_Remote I regularly participate in extra-curricular activities offered through this school such as school clubs or organizations, musical groups, sports teams, student government, or any other extra-curricular activities.	Strongly Agree	18%	584	25%	7	7
	Somewhat Agree	22%	702	36%	10	14
	Neither Agree nor Disagree	17%	537	14%	4	-3
	Somewhat Disagree	10%	323	7%	2	-3
	Strongly Disagree	15%	485	7%	2	-8
	I have not attended remotely	18%	564	11%	3	-7
Q1c_In-Person At this school, students have the opportunity to help decide things like class activities and rules.	Strongly Agree	17%	532	21%	6	4
	Somewhat Agree	18%	561	18%	5	0
	Neither Agree nor Disagree	10%	304	7%	2	-3
	Somewhat Disagree	4%	134	11%	3	7
	Strongly Disagree	3%	89	0%	0	-3
	I have not attended in-person	49%	1,575	43%	12	-6

Lois and Richard Nicotra Early College CS   Response n = 28   Response Rate = 19%

		All Charter Schools		Lois and Richard Nicotra Early College CS		Difference
Q1c_Remote At this school, students have the opportunity to help decide things like class activities and rules.	**Strongly Agree**	27%	876	43%	12	16
	Somewhat Agree	33%	1,045	36%	10	3
	Neither Agree nor Disagree	20%	629	7%	2	-13
	Somewhat Disagree	8%	264	7%	2	-1
	Strongly Disagree	7%	226	4%	1	-3
	I have not attended remotely	5%	155	4%	1	-1
Q1d_In-Person There are opportunities for students at this school to get involved in sports, clubs, and other school activities outside of class.	**Strongly Agree**	31%	979	21%	6	-10
	Somewhat Agree	11%	361	14%	4	3
	Neither Agree nor Disagree	6%	194	14%	4	8
	Somewhat Disagree	2%	60	4%	1	2
	Strongly Disagree	1%	37	4%	1	3
	I have not attended in-person	49%	1,564	43%	12	-6
Q1d_Remote There are opportunities for students at this school to get involved in sports, clubs, and other school activities outside of class.	**Strongly Agree**	40%	1,285	50%	14	10
	Somewhat Agree	25%	789	25%	7	0
	Neither Agree nor Disagree	16%	524	7%	2	-9
	Somewhat Disagree	5%	169	4%	1	-1
	Strongly Disagree	6%	199	11%	3	5
	I have not attended remotely	7%	229	4%	1	-3
Q1e_In-Person I have the opportunity to be part of class discussions or activities.	**Strongly Agree**	33%	1,055	50%	14	17
	Somewhat Agree	12%	388	4%	1	-8
	Neither Agree nor Disagree	5%	148	0%	0	-5
	Somewhat Disagree	1%	28	0%	0	-1
	Strongly Disagree	1%	27	4%	1	3
	I have not attended in-person	48%	1,549	43%	12	-5
Q1e_Remote I have the opportunity to be part of class discussions or activities.	**Strongly Agree**	60%	1,929	79%	22	19
	Somewhat Agree	23%	722	14%	4	-9
	Neither Agree nor Disagree	9%	286	4%	1	-5
	Somewhat Disagree	2%	61	0%	0	-2
	Strongly Disagree	2%	63	4%	1	2
	I have not attended remotely	4%	134	0%	0	-4

Lois and Richard Nicotra Early College CS   Response n = 28   Response Rate = 19%

		All Charter Schools		Lois and Richard Nicotra Early College CS		Difference
Q2a The bathrooms in this school are clean.	Strongly Agree	21%	665	21%	6	0
	Somewhat Agree	18%	588	14%	4	-4
	Neither Agree nor Disagree	9%	300	11%	3	2
	Somewhat Disagree	5%	151	4%	1	-1
	Strongly Disagree	4%	119	11%	3	7
	I have not attended in-person	43%	1,372	39%	11	-4
Q2b The temperature in this school is comfortable (there is heat and air conditioning as necessary).	Strongly Agree	21%	684	18%	5	-3
	Somewhat Agree	21%	656	32%	9	11
	Neither Agree nor Disagree	9%	284	0%	0	-9
	Somewhat Disagree	5%	158	7%	2	2
	Strongly Disagree	2%	71	4%	1	2
	I have not attended in-person	42%	1,342	39%	11	-3
Q2c Repairs are made in a timely manner.	Strongly Agree	18%	560	7%	2	-11
	Somewhat Agree	16%	510	21%	6	5
	Neither Agree nor Disagree	18%	591	21%	6	3
	Somewhat Disagree	4%	118	0%	0	-4
	Strongly Disagree	2%	70	11%	3	9
	I have not attended in-person	42%	1,346	39%	11	-3
Q2d I am proud of the way my school looks.	Strongly Agree	25%	811	18%	5	-7
	Somewhat Agree	18%	579	32%	9	14
	Neither Agree nor Disagree	12%	393	7%	2	-5
	Somewhat Disagree	4%	112	4%	1	0
	Strongly Disagree	3%	91	7%	2	4
	I have not attended in-person	38%	1,209	32%	9	-6
Q3a This school provides instructional materials (e.g., textbooks, handouts) that reflect my cultural background, ethnicity, and identity.	Strongly Agree	41%	1,321	18%	5	-23
	Somewhat Agree	29%	922	29%	8	0
	Neither Agree nor Disagree	23%	745	39%	11	16
	Somewhat Disagree	4%	122	7%	2	3
	Strongly Disagree	3%	85	7%	2	4

Lois and Richard Nicotra Early College CS   Response n = 28   Response Rate = 19%

		All Charter Schools		Lois and Richard Nicotra Early College CS		Difference
Q3b The things I'm learning in school are important to me.	**Strongly Agree**	34%	1,083	25%	7	-9
	Somewhat Agree	36%	1,155	36%	10	0
	Neither Agree nor Disagree	17%	552	21%	6	4
	Somewhat Disagree	8%	258	7%	2	-1
	Strongly Disagree	5%	147	11%	3	6
Q3c Classroom environments support learning and are generally free from disruption.	**Strongly Agree**	37%	1,187	21%	6	-16
	Somewhat Agree	36%	1,145	54%	15	18
	Neither Agree nor Disagree	18%	590	7%	2	-11
	Somewhat Disagree	6%	176	11%	3	5
	Strongly Disagree	3%	97	7%	2	4
Q4a My classes are challenging.	**Strongly Agree**	23%	736	14%	4	-9
	Somewhat Agree	44%	1,391	43%	12	-1
	Neither Agree nor Disagree	21%	680	32%	9	11
	Somewhat Disagree	9%	293	4%	1	-5
	Strongly Disagree	3%	95	7%	2	4
Q4b I feel that I am on-track for high school graduation.	**Strongly Agree**	47%	1,492	32%	9	-15
	Somewhat Agree	30%	951	43%	12	13
	Neither Agree nor Disagree	15%	470	18%	5	3
	Somewhat Disagree	6%	204	7%	2	1
	Strongly Disagree	2%	78	0%	0	-2
Q4c The school provides me with college prep assistance and information.	**Strongly Agree**	42%	1,356	32%	9	-10
	Somewhat Agree	32%	1,035	39%	11	7
	Neither Agree nor Disagree	19%	600	14%	4	-5
	Somewhat Disagree	4%	137	11%	3	7
	Strongly Disagree	2%	67	4%	1	2
Q4d I know who to talk to for information about different careers.	**Strongly Agree**	44%	1,393	18%	5	-26
	Somewhat Agree	28%	895	39%	11	11
	Neither Agree nor Disagree	17%	558	29%	8	12
	Somewhat Disagree	7%	213	11%	3	4
	Strongly Disagree	4%	136	4%	1	0

Lois and Richard Nicotra Early College CS   Response n = 28   Response Rate = 19%

		All Charter Schools		Lois and Richard Nicotra Early College CS		Difference
Q5a_In-Person [How often type of bullying experienced or observed] Student to student based on a student's real or perceived race or ethnicity.	Daily	3%	87	4%	1	1
	Weekly	2%	48	0%	0	-2
	Monthly	1%	27	0%	0	-1
	A few times	5%	144	4%	1	-1
	Rarely	10%	315	25%	7	15
	Never	23%	743	25%	7	2
	I have not attended in-person	57%	1,831	43%	12	-14
Q5a_Remote [How often type of bullying experienced or observed] Student to student based on a student's real or perceived race or ethnicity.	Daily	3%	110	0%	0	-3
	Weekly	2%	61	4%	1	2
	Monthly	1%	41	0%	0	-1
	A few times	5%	156	7%	2	2
	Rarely	11%	351	18%	5	7
	Never	71%	2,267	68%	19	-3
	I have not attended remotely	7%	209	4%	1	-3
Q5b_In-Person [How often type of bullying experienced or observed] Student to student based on a student's real or perceived religion.	Daily	2%	74	4%	1	2
	Weekly	1%	29	0%	0	-1
	Monthly	1%	25	0%	0	-1
	A few times	3%	108	7%	2	4
	Rarely	7%	220	21%	6	14
	Never	29%	912	25%	7	-4
	I have not attended in-person	57%	1,827	43%	12	-14
Q5b_Remote [How often type of bullying experienced or observed] Student to student based on a student's real or perceived religion.	Daily	3%	90	0%	0	-3
	Weekly	2%	60	0%	0	-2
	Monthly	1%	33	0%	0	-1
	A few times	4%	125	4%	1	0
	Rarely	9%	286	32%	9	23
	Never	75%	2,402	61%	17	-14
	I have not attended remotely	6%	199	4%	1	-2

Lois and Richard Nicotra Early College CS   **Response n = 28**   **Response Rate = 19%**

		All Charter Schools		Lois and Richard Nicotra Early College CS		Difference
Q5c_In-Person [How often type of bullying experienced or observed] Student to student based on a student's real or perceived disability.	**Daily**	2%	78	7%	2	5
	Weekly	1%	35	0%	0	-1
	Monthly	1%	25	0%	0	-1
	A few times	4%	125	4%	1	0
	Rarely	8%	263	25%	7	17
	Never	26%	846	21%	6	-5
	I have not attended in-person	57%	1,823	43%	12	-14
Q5c_Remote [How often type of bullying experienced or observed] Student to student based on a student's real or perceived disability.	**Daily**	3%	96	0%	0	-3
	Weekly	2%	57	0%	0	-2
	Monthly	1%	24	0%	0	-1
	A few times	4%	134	11%	3	7
	Rarely	10%	322	32%	9	22
	Never	74%	2,369	54%	15	-20
	I have not attended remotely	6%	193	4%	1	-2
Q5d_In-Person [How often type of bullying experienced or observed] Student to student based on a student's real or perceived gender identity.	**Daily**	2%	74	4%	1	2
	Weekly	2%	51	4%	1	2
	Monthly	1%	30	0%	0	-1
	A few times	5%	148	11%	3	6
	Rarely	7%	233	18%	5	11
	Never	26%	835	21%	6	-5
	I have not attended in-person	57%	1,824	43%	12	-14
Q5d_Remote [How often type of bullying experienced or observed] Student to student based on a student's real or perceived gender identity.	**Daily**	3%	107	0%	0	-3
	Weekly	2%	52	0%	0	-2
	Monthly	1%	42	4%	1	3
	A few times	5%	162	11%	3	6
	Rarely	10%	304	14%	4	4
	Never	73%	2,333	68%	19	-5
	I have not attended remotely	6%	195	4%	1	-2

Lois and Richard Nicotra Early College CS   Response n = 28   Response Rate = 19%

		All Charter Schools		Lois and Richard Nicotra Early College CS		Difference
Q5e_In-Person [How often type of bullying experienced or observed] Student to student based on a student's real or perceived sexual identity.	Daily	3%	87	4%	1	1
	Weekly	1%	37	0%	0	-1
	Monthly	1%	26	0%	0	-1
	A few times	4%	143	7%	2	3
	Rarely	8%	264	29%	8	21
	Never	26%	816	18%	5	-8
	I have not attended in-person	57%	1,822	43%	12	-14
Q5e_Remote [How often type of bullying experienced or observed] Student to student based on a student's real or perceived sexual identity.	Daily	3%	95	0%	0	-3
	Weekly	2%	59	0%	0	-2
	Monthly	1%	47	0%	0	-1
	A few times	5%	165	11%	3	6
	Rarely	10%	311	21%	6	11
	Never	73%	2,323	64%	18	-9
	I have not attended remotely	6%	195	4%	1	-2
Q5f_In-Person [How often type of bullying experienced or observed] Student to student based on a student's real or perceived economic status.	Daily	2%	73	4%	1	2
	Weekly	2%	49	0%	0	-2
	Monthly	1%	28	0%	0	-1
	A few times	5%	169	11%	3	6
	Rarely	8%	243	18%	5	10
	Never	25%	800	25%	7	0
	I have not attended in-person	57%	1,833	43%	12	-14
Q5f_Remote [How often type of bullying experienced or observed] Student to student based on a student's real or perceived economic status.	Daily	3%	99	0%	0	-3
	Weekly	2%	52	0%	0	-2
	Monthly	1%	42	0%	0	-1
	A few times	5%	168	7%	2	2
	Rarely	10%	327	32%	9	22
	Never	72%	2,304	57%	16	-15
	I have not attended remotely	6%	203	4%	1	-2

Lois and Richard Nicotra Early College CS   Response n = 28   Response Rate = 19%

		All Charter Schools		Lois and Richard Nicotra Early College CS		Difference
Q5g_In-Person [How often type of bullying experienced or observed] Student to student based on another reason.	Daily	3%	103	4%	1	1
	Weekly	2%	63	4%	1	2
	Monthly	2%	53	0%	0	-2
	A few times	7%	237	11%	3	4
	Rarely	9%	272	25%	7	16
	Never	20%	641	14%	4	-6
	I have not attended in-person	57%	1,826	43%	12	-14
Q5g_Remote [How often type of bullying experienced or observed] Student to student based on another reason.	Daily	4%	116	0%	0	-4
	Weekly	2%	61	4%	1	2
	Monthly	1%	43	4%	1	3
	A few times	8%	269	7%	2	-1
	Rarely	13%	401	29%	8	16
	Never	66%	2,098	54%	15	-12
	I have not attended remotely	6%	207	4%	1	-2
Q5h_In-Person [How often type of bullying experienced or observed] Teacher or administrator to student based on any of the categories listed above.	Daily	3%	86	4%	1	1
	Weekly	1%	34	0%	0	-1
	Monthly	1%	17	0%	0	-1
	A few times	3%	108	0%	0	-3
	Rarely	5%	162	18%	5	13
	Never	30%	958	36%	10	6
	I have not attended in-person	57%	1,830	43%	12	-14
Q5h_Remote [How often type of bullying experienced or observed] Teacher or administrator to student based on any of the categories listed above.	Daily	4%	115	0%	0	-4
	Weekly	2%	48	0%	0	-2
	Monthly	1%	39	0%	0	-1
	A few times	5%	146	4%	1	-1
	Rarely	8%	246	18%	5	10
	Never	75%	2,383	75%	21	0
	I have not attended remotely	7%	218	4%	1	-3

Lois and Richard Nicotra Early College CS   Response n = 28   Response Rate = 19%

		All Charter Schools		Lois and Richard Nicotra Early College CS		Difference
Q6a [How often type of cyberbullying experienced or observed] Student to student based on a student's real or perceived race or ethnicity.	**Daily**	4%	130	0%	0	-4
	Weekly	2%	56	0%	0	-2
	Monthly	1%	41	0%	0	-1
	A few times	6%	201	7%	2	1
	Rarely	14%	449	18%	5	4
	Never	73%	2,318	75%	21	2
Q6b [How often type of cyberbullying experienced or observed] Student to student based on a student's real or perceived religion.	**Daily**	4%	112	0%	0	-4
	Weekly	2%	55	0%	0	-2
	Monthly	1%	47	0%	0	-1
	A few times	5%	145	4%	1	-1
	Rarely	12%	390	18%	5	6
	Never	77%	2,446	79%	22	2
Q6c [How often type of cyberbullying experienced or observed] Student to student based on a student's real or perceived disability.	**Daily**	3%	98	4%	1	1
	Weekly	2%	56	0%	0	-2
	Monthly	2%	49	0%	0	-2
	A few times	6%	180	4%	1	-2
	Rarely	12%	393	18%	5	6
	Never	76%	2,419	75%	21	-1
Q6d [How often type of cyberbullying experienced or observed] Student to student based on a student's real or perceived gender identity.	**Daily**	3%	110	0%	0	-3
	Weekly	2%	50	0%	0	-2
	Monthly	2%	53	0%	0	-2
	A few times	6%	195	7%	2	1
	Rarely	13%	419	18%	5	5
	Never	74%	2,368	75%	21	1
Q6e [How often type of cyberbullying experienced or observed] Student to student based on a student's real or perceived sexual identity.	**Daily**	3%	108	0%	0	-3
	Weekly	2%	54	0%	0	-2
	Monthly	2%	59	4%	1	2
	A few times	7%	214	7%	2	0
	Rarely	13%	400	18%	5	5
	Never	74%	2,360	71%	20	-3

New York State Department of Education
Charter School Office
Student Survey 2021
All Charter Schools Response n = 3,195

Lois and Richard Nicotra Early College CS   Response n = 28   Response Rate = 19%

		All Charter Schools		Lois and Richard Nicotra Early College CS		Difference
Q6f [How often type of cyberbullying experienced or observed] Student to student based on a student's real or perceived economic status.	Daily	3%	110	0%	0	-3
	Weekly	2%	56	0%	0	-2
	Monthly	2%	48	0%	0	-2
	A few times	6%	202	11%	3	5
	Rarely	13%	422	14%	4	1
	Never	74%	2,357	75%	21	1
Q6g [How often type of cyberbullying experienced or observed] Student to student based on another reason.	Daily	4%	127	0%	0	-4
	Weekly	2%	79	4%	1	2
	Monthly	2%	73	7%	2	5
	A few times	9%	297	7%	2	-2
	Rarely	15%	464	18%	5	3
	Never	67%	2,155	64%	18	-3
Q6h [How often type of cyberbullying experienced or observed] Teacher or administrator to student based on any of the categories listed above.	Daily	3%	107	0%	0	-3
	Weekly	2%	52	0%	0	-2
	Monthly	1%	40	4%	1	3
	A few times	5%	145	4%	1	-1
	Rarely	9%	300	14%	4	5
	Never	80%	2,551	79%	22	-1
Q7a I feel physically safe in my school.	Strongly Agree	43%	1,377	43%	12	0
	Somewhat Agree	27%	877	36%	10	9
	Neither Agree nor Disagree	25%	798	14%	4	-11
	Somewhat Disagree	3%	95	4%	1	1
	Strongly Disagree	2%	48	4%	1	2
Q7b I feel safe traveling to and from my school.	Strongly Agree	41%	1,299	29%	8	-12
	Somewhat Agree	29%	929	43%	12	14
	Neither Agree nor Disagree	23%	748	14%	4	-9
	Somewhat Disagree	5%	158	7%	2	2
	Strongly Disagree	2%	61	7%	2	5

Lois and Richard Nicotra Early College CS   **Response n = 28**   **Response Rate = 19%**

		All Charter Schools		Lois and Richard Nicotra Early College CS		Difference
Q7c I feel that the school culture supports me.	**Strongly Agree**	47%	1,488	32%	9	-15
	Somewhat Agree	28%	907	36%	10	8
	Neither Agree nor Disagree	20%	651	29%	8	9
	Somewhat Disagree	3%	101	4%	1	1
	Strongly Disagree	2%	48	0%	0	-2
Q7d I feel that the school's discipline policy is applied fairly to all students.	**Strongly Agree**	40%	1,276	36%	10	-4
	Somewhat Agree	27%	864	50%	14	23
	Neither Agree nor Disagree	22%	690	4%	1	-18
	Somewhat Disagree	7%	231	4%	1	-3
	Strongly Disagree	4%	134	7%	2	3
Q7e I have not had anything stolen from me at this school.	**Strongly Agree**	54%	1,710	68%	19	14
	Somewhat Agree	14%	436	11%	3	-3
	Neither Agree nor Disagree	18%	561	7%	2	-11
	Somewhat Disagree	6%	182	7%	2	1
	Strongly Disagree	10%	306	7%	2	-3
Q7f I have not seen any property damaged by students at this school.	**Strongly Agree**	36%	1,139	32%	9	-4
	Somewhat Agree	17%	529	18%	5	1
	Neither Agree nor Disagree	28%	883	14%	4	-14
	Somewhat Disagree	11%	344	25%	7	14
	Strongly Disagree	9%	300	11%	3	2
Q8a Most or all of my teachers are available to help me with schoolwork.	**Strongly Agree**	57%	1,826	50%	14	-7
	Somewhat Agree	31%	994	46%	13	15
	Neither Agree nor Disagree	8%	255	4%	1	-4
	Somewhat Disagree	3%	89	0%	0	-3
	Strongly Disagree	1%	31	0%	0	-1
Q8b My teachers care about me.	**Strongly Agree**	53%	1,690	61%	17	8
	Somewhat Agree	27%	878	29%	8	2
	Neither Agree nor Disagree	16%	517	11%	3	-5
	Somewhat Disagree	2%	67	0%	0	-2
	Strongly Disagree	1%	43	0%	0	-1

Lois and Richard Nicotra Early College CS   Response n = 28   Response Rate = 19%

		All Charter Schools		Lois and Richard Nicotra Early College CS		Difference
Q8c My teachers give me individual attention when I ask and even when I don't ask but need it.	Strongly Agree	49%	1,575	54%	15	5
	Somewhat Agree	32%	1,025	36%	10	4
	Neither Agree nor Disagree	14%	445	7%	2	-7
	Somewhat Disagree	3%	100	0%	0	-3
	Strongly Disagree	2%	50	4%	1	2
Q8d My teachers expect me to do my best all the time.	Strongly Agree	66%	2,107	61%	17	-5
	Somewhat Agree	24%	760	25%	7	1
	Neither Agree nor Disagree	8%	271	11%	3	3
	Somewhat Disagree	1%	38	4%	1	3
	Strongly Disagree	1%	19	0%	0	-1
Q8e My teachers often connect what I am learning to life outside the classroom.	Strongly Agree	41%	1,301	50%	14	9
	Somewhat Agree	31%	998	29%	8	-2
	Neither Agree nor Disagree	19%	615	7%	2	-12
	Somewhat Disagree	6%	184	11%	3	5
	Strongly Disagree	3%	97	4%	1	1
Q8f I have at least one adult at the school that I can talk to about problems I'm dealing with outside of school.	Strongly Agree	51%	1,631	39%	11	-12
	Somewhat Agree	19%	612	25%	7	6
	Neither Agree nor Disagree	17%	551	25%	7	8
	Somewhat Disagree	5%	148	4%	1	-1
	Strongly Disagree	8%	253	7%	2	-1
Q9a I am treated respectfully by my fellow students.	Strongly Agree	47%	1,507	43%	12	-4
	Somewhat Agree	32%	1,007	36%	10	4
	Neither Agree nor Disagree	16%	501	11%	3	-5
	Somewhat Disagree	4%	125	7%	2	3
	Strongly Disagree	2%	55	4%	1	2
Q9b I am treated respectfully by my teachers and other adults in my school.	Strongly Agree	65%	2,078	75%	21	10
	Somewhat Agree	24%	781	21%	6	-3
	Neither Agree nor Disagree	9%	275	0%	0	-9
	Somewhat Disagree	1%	39	4%	1	3
	Strongly Disagree	1%	22	0%	0	-1

Lois and Richard Nicotra Early College CS   Response n = 28   Response Rate = 19%

		All Charter Schools		Lois and Richard Nicotra Early College CS		Difference
Q9c Adults working at this school reward students for positive behavior.	**Strongly Agree**	47%	1,517	32%	9	-15
	Somewhat Agree	28%	899	43%	12	15
	Neither Agree nor Disagree	18%	584	11%	3	-7
	Somewhat Disagree	4%	129	4%	1	0
	Strongly Disagree	2%	66	11%	3	9
Q9d Adults working at this school help students develop strategies to understand and control their feelings and actions.	**Strongly Agree**	47%	1,515	32%	9	-15
	Somewhat Agree	29%	914	46%	13	17
	Neither Agree nor Disagree	18%	591	14%	4	-4
	Somewhat Disagree	3%	107	4%	1	1
	Strongly Disagree	2%	68	4%	1	2
Q9e This school has a positive impact on my life.	**Strongly Agree**	40%	1,273	39%	11	-1
	Somewhat Agree	27%	871	29%	8	2
	Neither Agree nor Disagree	24%	755	18%	5	-6
	Somewhat Disagree	5%	149	7%	2	2
	Strongly Disagree	5%	147	7%	2	2
Q10 Would you choose to be attending a different school if you could?	**Yes**	15%	483	25%	7	10
	No	55%	1,748	54%	15	-1
	Maybe	30%	964	21%	6	-9

NYSED CSO Student Survey 2021

Lois and Richard Nicotra Early College CS

OPEN1 If you did experience or observe cyberbullying in any of the situations above, please list examples of the types of cyberbullying you saw:	- social media
	An instagram account doing a lot of bad things and trying to bully students but it was taken down.
	Based on petty gossips like about a boy or past rumors.
	Harassment, dissing, trolling, and flaming
	N/A
	No
	No one ever cyber bully's
	bashing through post making fun, etc
	n/a
	no i have not
	none
	none.
	yes sadly in this school there's a lot of drama and people talking about each other

Lois and Richard Nicotra Early College CS

OPEN2 We would really appreciate it if you would explain why you chose your answer to 'Would you choose to be a attending a different school if you could?'	
	A lot of friends I knew in Elementary and middle school are currently attending New Dorp High School. I was originally supposed to attend New Dorp before I got into Nicotra. Sometimes I wish I was at New Dorp because I at least knew some people attending there. But at the same time I managed to make some new friends Here in Nicotra as well.
	Because even if theres flaws in Nicotra, i enjoy this school for the fact its small and the potential it has.
	Because of obviously my friends, how much closer it is to my house, and other programs it offers.
	Because the friends I have I don't want to lose
	I chose no because I am happy here and I have good friends
	I have nothing
	I like the school so far. Other than that I really have no other school on my mind that I'd like to go to.
	I like this school
	I would not be able to connect with anyone in another school.
	I'm staying because this was the first school me and my family found with this opportunity, but I would rather be at a school where I can work on my craft.
	The school needs to offer my languages, electives and put together events and dances.
	There are some schools that interest me, but I was too late to apply for when I came to the east coast.
	This school gives me amazing teachers and a great chance to do something different.
	This school has helped me develop to the person I am today. Not just the students but the teachers as well. I never had such wonderful teachers who have the patience with their students. Not only that but this school helped me make new friends. At other schools it was pretty hard to make a friend when I am mostly shy, but this school helped me develop friendships and even help me cope with the friends I've lost. I enjoyed being here and I believe it is best for me to stay at this school.
	Well, this school means a lot to me and has gotten me through difficult times, so no I wouldn't change my school.
	because they barely programs and there's no help whatsoever to help me know where im going in life (meaning my career in the future). They promise so many things and fulfill none of them .
	for sports. i dont want to have to travel to a whole nother school to play on their team.

Lois and Richard Nicotra Early College CS

	i like this school and i did not expect for the school to be this pleasing i thought at first it was eh but now im fine
	i want a change
	the reason why i say no to considering another school is because at this school i feel safe and the environment feel like home. it's warm and welcoming and everyone treats each other like family almost.

Lois and Richard Nicotra Early College CS

| OPEN3 If there is anything else you would like us to know about your experience in this school, please let us know here. To submit your survey, click SUBMIT.	IT's shit
	N/A
	No
	No there is noting else i need you to know.
	The "good teachers" are all leaving the school and they are leaving teachers that don't know how to teach correctly in the school
	nothing other than i absolutely love this school

NYSED CSO Parent Survey 2022

LOIS AND RICHARD NICOTRA EARLY COLLEGE CHARTER SCHOOL

53 RESPONSES

22% RESPONSE RATE

Academics
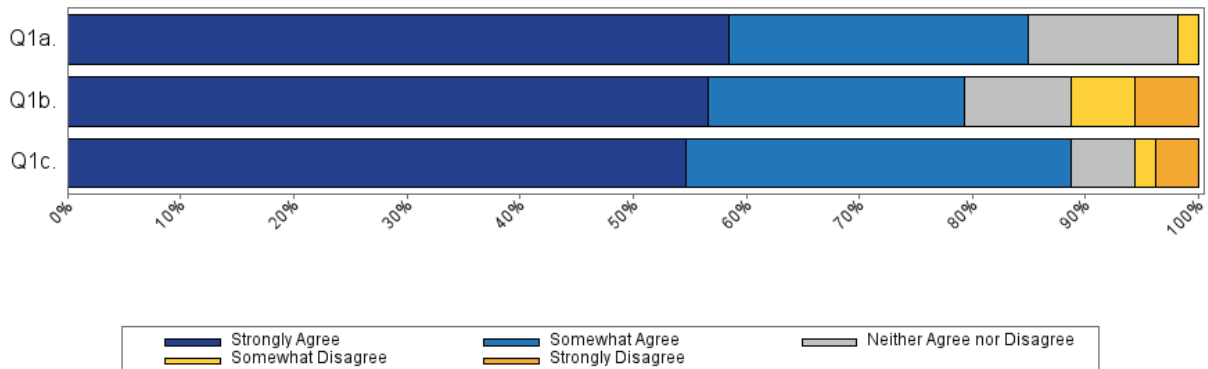
Academics		% by School	Total by School	% All Schools	Total All Schools
Q1a. The charter school has high academic expectations for my child.	Strongly Agree	58%	31	74%	4,204
	Somewhat Agree	26%	14	19%	1,080
	Neither Agree nor Disagree	13%	7	4%	225
	Somewhat Disagree	2%	1	2%	97
	Strongly Disagree	0%	0	2%	89
Q1b. I am aware of the academic supports available to my child.	Strongly Agree	57%	30	70%	3,988
	Somewhat Agree	23%	12	20%	1,166
	Neither Agree nor Disagree	9%	5	4%	254
	Somewhat Disagree	6%	3	3%	143
	Strongly Disagree	6%	3	3%	144

Academics		% by School	Total by School	% All Schools	Total All Schools
Q1c. The teaching quality at this school is very high.	Strongly Agree	55%	29	67%	3,790
	Somewhat Agree	34%	18	23%	1,335
	Neither Agree nor Disagree	6%	3	5%	309
	Somewhat Disagree	2%	1	3%	148
	Strongly Disagree	4%	2	2%	113

LOIS AND RICHARD NICOTRA EARLY COLLEGE CHARTER SCHOOL

53 RESPONSES

22% RESPONSE RATE

Behavior Managment and Safety
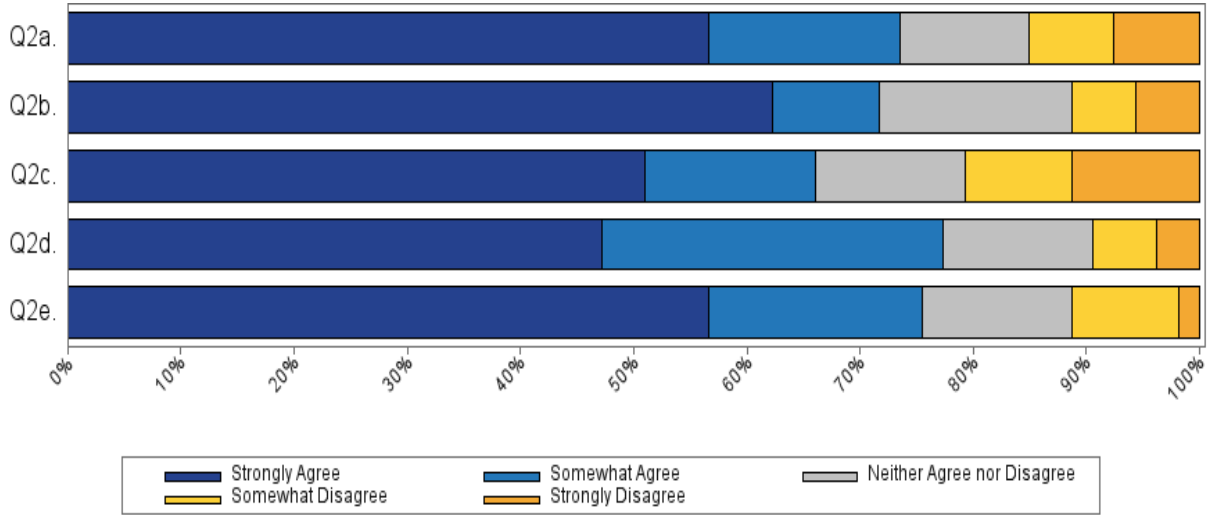
Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q2a. The school's discipline policy is clear.	Strongly Agree	57%	30	68%	3,849
	Somewhat Agree	17%	9	18%	1,051
	Neither Agree nor Disagree	11%	6	8%	456
	Somewhat Disagree	8%	4	3%	173
	Strongly Disagree	8%	4	3%	166
Q2b. The school's discipline policy is fair to all students.	Strongly Agree	62%	33	63%	3,610
	Somewhat Agree	9%	5	19%	1,068
	Neither Agree nor Disagree	17%	9	10%	593
	Somewhat Disagree	6%	3	4%	205
	Strongly Disagree	6%	3	4%	219

Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q2c. The school's discipline policy is enforced by all teachers and staff.	Strongly Agree	51%	27	61%	3,481
	Somewhat Agree	15%	8	20%	1,132
	Neither Agree nor Disagree	13%	7	12%	703
	Somewhat Disagree	9%	5	3%	189
	Strongly Disagree	11%	6	3%	190
Q2d. I am aware of how the school supports student social-emotional development.	Strongly Agree	47%	25	63%	3,610
	Somewhat Agree	30%	16	22%	1,233
	Neither Agree nor Disagree	13%	7	9%	498
	Somewhat Disagree	6%	3	3%	172
	Strongly Disagree	4%	2	3%	182
Q2e. The school has social, emotional, and mental health programs and supports for all students.	Strongly Agree	57%	30	59%	3,372
	Somewhat Agree	19%	10	21%	1,183
	Neither Agree nor Disagree	13%	7	14%	809
	Somewhat Disagree	9%	5	3%	159
	Strongly Disagree	2%	1	3%	172

NYSED CSO Parent Survey 2022

LOIS AND RICHARD NICOTRA EARLY COLLEGE CHARTER SCHOOL

53 RESPONSES

22% RESPONSE RATE

Support Services
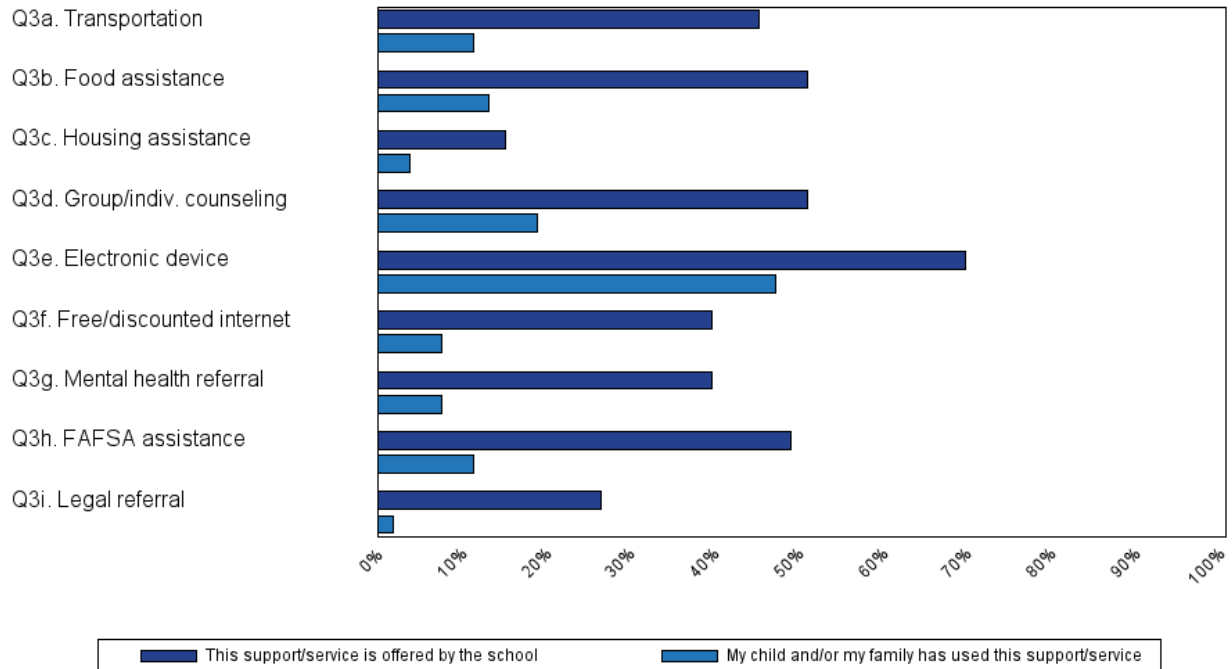
Support Services		% by School	Total by School	% All Schools	Total All Schools
Q3a. Transportation	This support/service is offered by the school	45%	24	68%	3,897
	My child and/or my family has used this support/service	11%	6	28%	1,601

Support Services		% by School	Total by School	% All Schools	Total All Schools
Q3b. Food assistance	This support/service is offered by the school	51%	27	63%	3,572
	My child and/or my family has used this support/service	13%	7	25%	1,442
Q3c. Housing assistance	This support/service is offered by the school	15%	8	26%	1,475
	My child and/or my family has used this support/service	4%	2	8%	449
Q3d. Group/indiv. counseling	This support/service is offered by the school	51%	27	56%	3,182
	My child and/or my family has used this support/service	19%	10	16%	905
Q3e. Electronic device	This support/service is offered by the school	70%	37	70%	3,986
	My child and/or my family has used this support/service	47%	25	46%	2,624
Q3f. Free/discounted internet	This support/service is offered by the school	40%	21	43%	2,429
	My child and/or my family has used this support/service	8%	4	14%	799
Q3g. Mental health referral	This support/service is offered by the school	40%	21	42%	2,366

| Support Services		% by School	Total by School	% All Schools	Total All Schools
Q3g. Mental health referral	My child and/or my family has used this support/service	8%	4	8%	437
Q3h. FAFSA assistance	This support/service is offered by the school	49%	26	34%	1,957
	My child and/or my family has used this support/service	11%	6	8%	470
Q3i. Legal referral	This support/service is offered by the school	26%	14	27%	1,523
	My child and/or my family has used this support/service	2%	1	5%	281

NYSED CSO Parent Survey 2022

LOIS AND RICHARD NICOTRA EARLY COLLEGE CHARTER SCHOOL

53 RESPONSES

22% RESPONSE RATE

Behavior Management
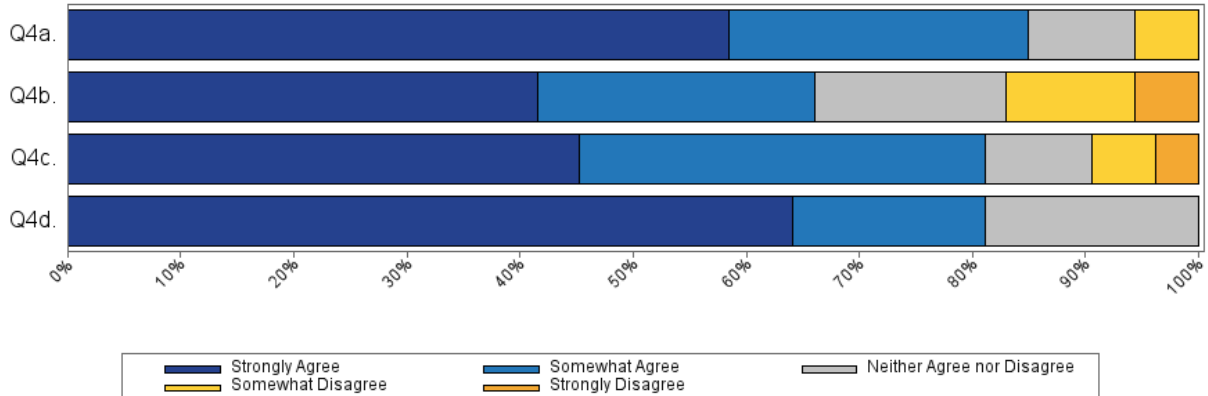
Behavior Management		% by School	Total by School	% All Schools	Total All Schools
Q4a. The school provides a safe environment.	Strongly Agree	58%	31	70%	3,988
	Somewhat Agree	26%	14	20%	1,160
	Neither Agree nor Disagree	9%	5	5%	296
	Somewhat Disagree	6%	3	3%	143
	Strongly Disagree	0%	0	2%	108
Q4b. The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination.	Strongly Agree	42%	22	60%	3,406
	Somewhat Agree	25%	13	23%	1,293
	Neither Agree nor Disagree	17%	9	10%	546
	Somewhat Disagree	11%	6	4%	255
	Strongly Disagree	6%	3	3%	195

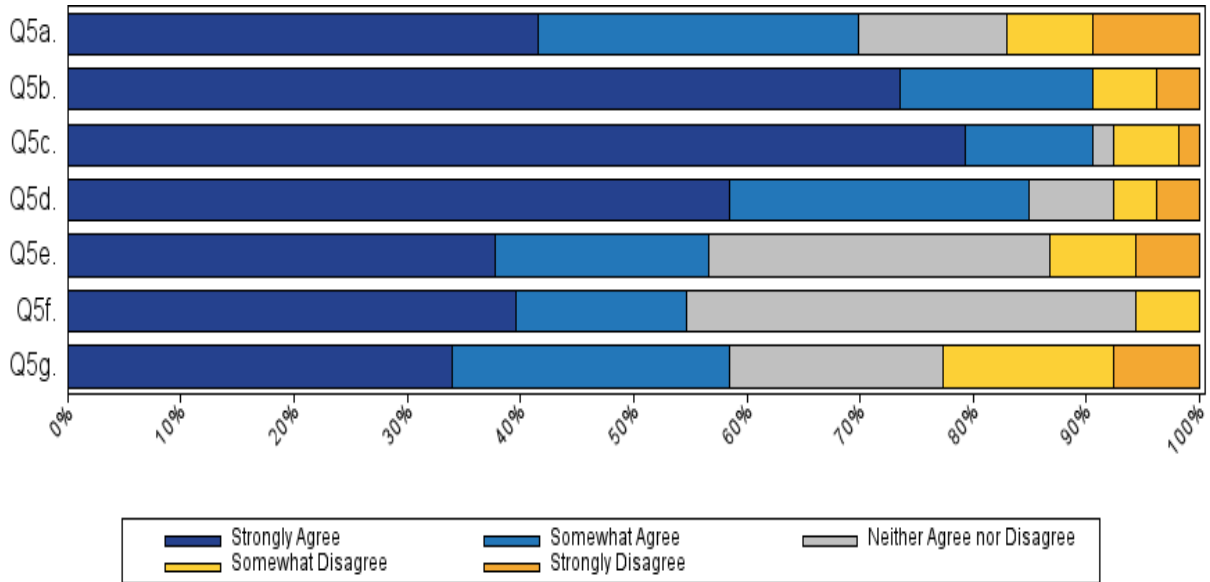| Behavior Management		% by School	Total by School	% All Schools	Total All Schools
Q4c. Classroom environments support learning and are generally free from disruption.	Strongly Agree	45%	24	59%	3,369
	Somewhat Agree	36%	19	24%	1,383
	Neither Agree nor Disagree	9%	5	10%	568
	Somewhat Disagree	6%	3	4%	221
	Strongly Disagree	4%	2	3%	154
Q4d. The school has high behavioral expectations for my child.	Strongly Agree	64%	34	71%	4,023
	Somewhat Agree	17%	9	20%	1,129
	Neither Agree nor Disagree	19%	10	7%	379
	Somewhat Disagree	0%	0	1%	84
	Strongly Disagree	0%	0	1%	80

NYSED CSO Parent Survey 2022

LOIS AND RICHARD NICOTRA EARLY COLLEGE CHARTER SCHOOL

53 RESPONSES

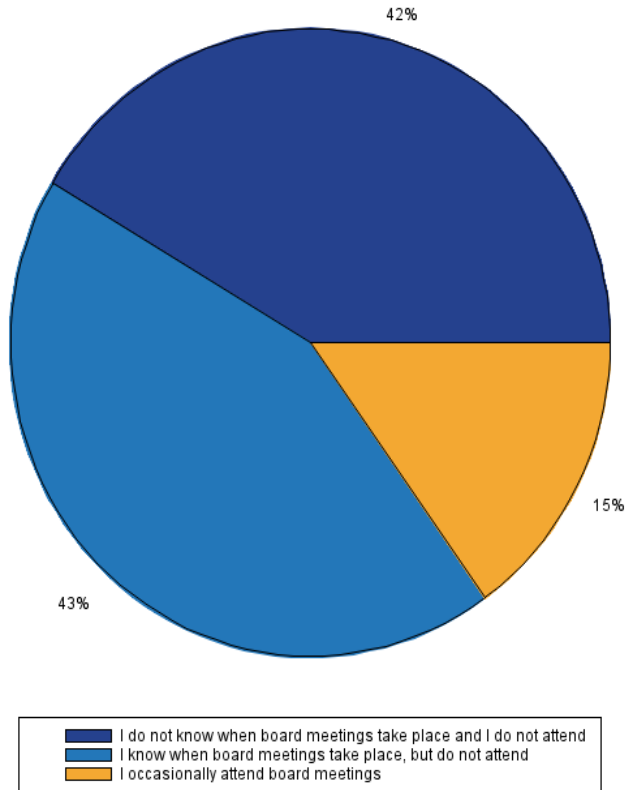## 22% RESPONSE RATE

Family Engagement and Communication

Family Engagement and Communication		% by School	Total by School	% All Schools	Total All Schools
Q5a. The school provides opportunities for parent participation within the school community.	Strongly Agree	42%	22	63%	3,613
	Somewhat Agree	28%	15	21%	1,172
	Neither Agree nor Disagree	13%	7	10%	582
	Somewhat Disagree	8%	4	3%	175
	Strongly Disagree	9%	5	3%	153
Q5b. I receive regular and timely information on my child's academic progress in my home language.	Strongly Agree	74%	39	74%	4,219
	Somewhat Agree	17%	9	16%	937
	Neither Agree nor Disagree	0%	0	4%	235
	Somewhat Disagree	6%	3	3%	157
	Strongly Disagree	4%	2	3%	147

Family Engagement and Communication		% by School	Total by School	% All Schools	Total All Schools
Q5c. The school uses many methods of communication with families.	Strongly Agree	79%	42	77%	4,411
	Somewhat Agree	11%	6	15%	875
	Neither Agree nor Disagree	2%	1	4%	213
	Somewhat Disagree	6%	3	2%	96
	Strongly Disagree	2%	1	2%	100
Q5d. The school seeks feedback from parents through surveys, meetings, or some other way.	Strongly Agree	58%	31	72%	4,123
	Somewhat Agree	26%	14	18%	1,003
	Neither Agree nor Disagree	8%	4	6%	324
	Somewhat Disagree	4%	2	2%	126
	Strongly Disagree	4%	2	2%	119
Q5e. The school has a complaint policy that is easy to find.	Strongly Agree	38%	20	51%	2,911
	Somewhat Agree	19%	10	19%	1,055
	Neither Agree nor Disagree	30%	16	22%	1,271
	Somewhat Disagree	8%	4	4%	209
	Strongly Disagree	6%	3	4%	249
Q5f. The school has a complaint policy that is easy to understand.	Strongly Agree	40%	21	53%	3,016
	Somewhat Agree	15%	8	18%	1,018
	Neither Agree nor Disagree	40%	21	23%	1,295
	Somewhat Disagree	6%	3	3%	150
	Strongly Disagree	0%	0	4%	216

Family Engagement and Communication		% by School	Total by School	% All Schools	Total All Schools
Q5g. The school informs parents about how it performs compared to other schools in the district and New York State.	Strongly Agree	34%	18	51%	2,877
	Somewhat Agree	25%	13	19%	1,107
	Neither Agree nor Disagree	19%	10	20%	1,162
	Somewhat Disagree	15%	8	5%	261
	Strongly Disagree	8%	4	5%	288

NYSED CSO Parent Survey 2022

LOIS AND RICHARD NICOTRA EARLY COLLEGE CHARTER SCHOOL

53 RESPONSES

22% RESPONSE RATE

Q6. Thinking about this school's board meetings, which of the following statements best applies to you?

Legend:
- I do not know when board meetings take place and I do not attend
- I know when board meetings take place, but do not attend
- I occasionally attend board meetings

Board Meetings		% by School	Total by School	% All Schools	Total All Schools
Q6. Thinking about this school's board meetings, which of the following statements best applies to you?	I attend almost every board meeting	0%	0	14%	808
	I occasionally attend board meetings	15%	8	23%	1,314
	I know when board meetings take place, but do not attend	43%	23	35%	1,975
	I do not know when board meetings take place and I do not attend	42%	22	28%	1,598

NYSED CSO Parent Survey 2022
LOIS AND RICHARD NICOTRA EARLY COLLEGE CHARTER SCHOOL
53 RESPONSES
22% RESPONSE RATE

Q7. Do you feel the school is fulfilling its mission?
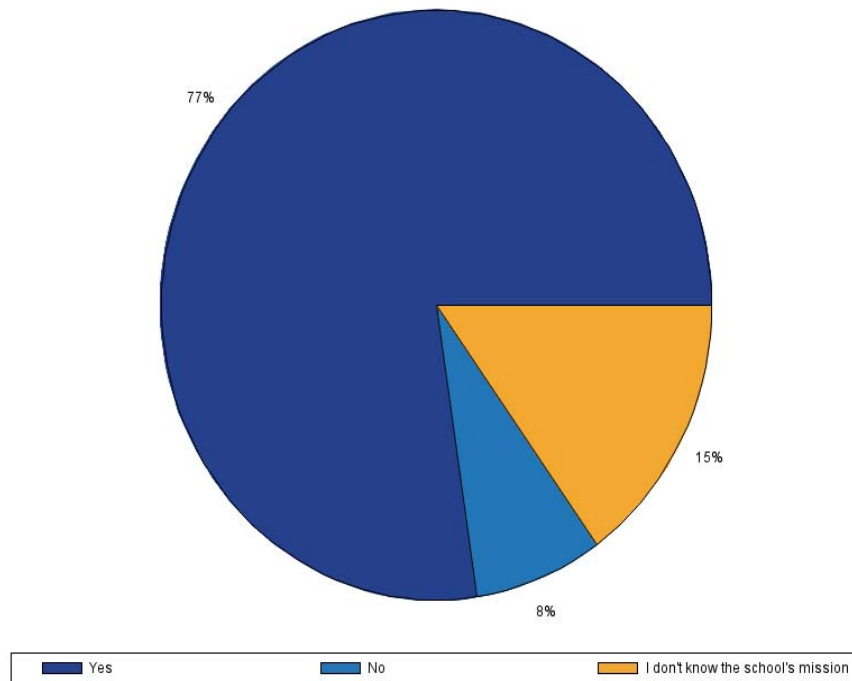
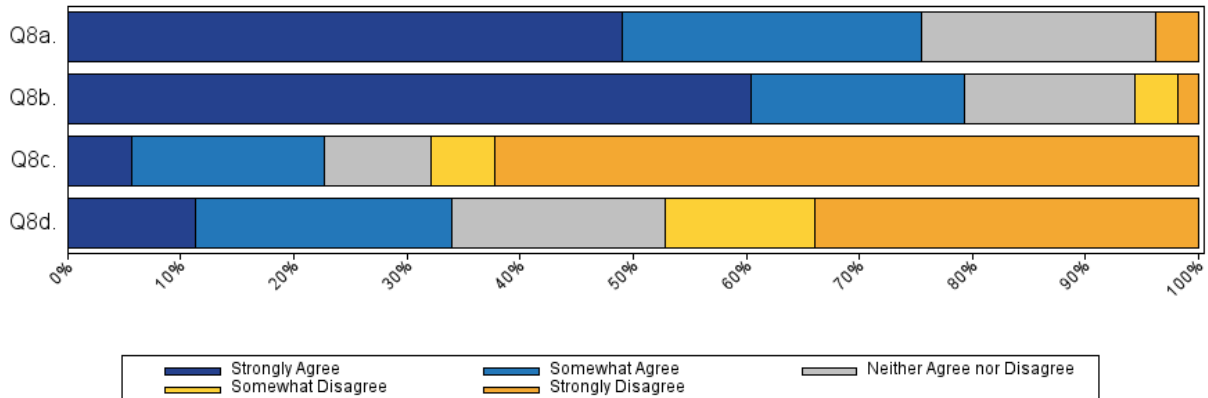| School Mission		% by School	Total by School	% All Schools	Total All Schools
Q7. Do you feel the school is fulfilling its mission?	Yes	77%	41	83%	4,724
	No	8%	4	6%	328
	I don't know the school's mission	15%	8	11%	643

NYSED CSO Parent Survey 2022

LOIS AND RICHARD NICOTRA EARLY COLLEGE CHARTER SCHOOL

53 RESPONSES

22% RESPONSE RATE

COVID-19 In-Person Learning Environment

COVID-19 Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q8a. The school has clear instructions on cleaning procedures and practices used in the school's buildings.	Strongly Agree	49%	26	64%	3,665
	Somewhat Agree	26%	14	18%	1,042
	Neither Agree nor Disagree	21%	11	14%	798
	Somewhat Disagree	0%	0	2%	97
	Strongly Disagree	4%	2	2%	93
Q8b. I am confident the school is following the proper safety standards.	Strongly Agree	60%	32	70%	3,979
	Somewhat Agree	19%	10	19%	1,060
	Neither Agree nor Disagree	15%	8	8%	457
	Somewhat Disagree	4%	2	2%	101
	Strongly Disagree	2%	1	2%	98

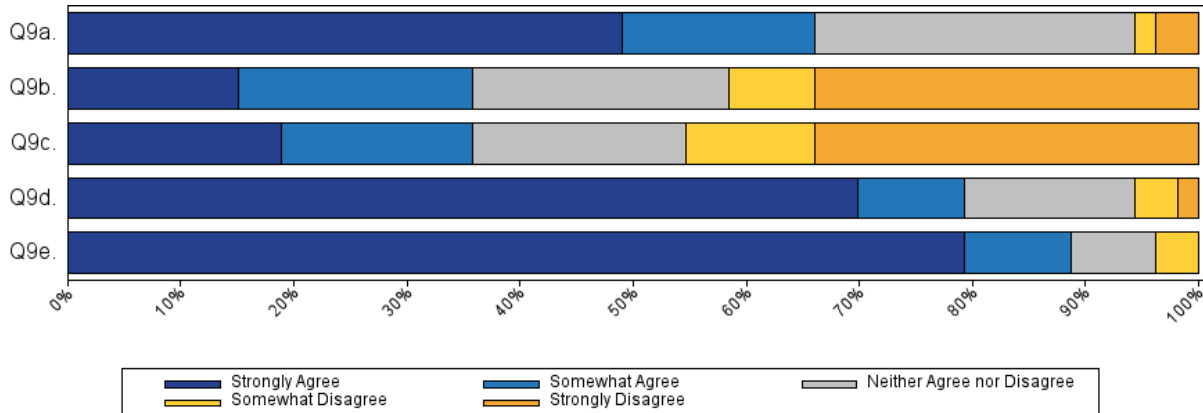| COVID-19 Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q8c. My child has difficulty learning in the current school setting.	Strongly Agree	6%	3	14%	779
	Somewhat Agree	17%	9	12%	663
	Neither Agree nor Disagree	9%	5	14%	790
	Somewhat Disagree	6%	3	9%	523
	Strongly Disagree	62%	33	52%	2,940
Q8d. I worry my child will come in contact with COVID19 while in school.	Strongly Agree	11%	6	19%	1,085
	Somewhat Agree	23%	12	21%	1,194
	Neither Agree nor Disagree	19%	10	24%	1,384
	Somewhat Disagree	13%	7	11%	623
	Strongly Disagree	34%	18	25%	1,409

NYSED CSO Parent Survey 2022

LOIS AND RICHARD NICOTRA EARLY COLLEGE CHARTER SCHOOL

53 RESPONSES

22% RESPONSE RATE

COVID-19 Remote Learning Environment

COVID-19 Remote Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q9a. The school has provided me with help to support my child's remote learning.	Strongly Agree	49%	26	58%	3,325
	Somewhat Agree	17%	9	17%	943
	Neither Agree nor Disagree	28%	15	21%	1,204
	Somewhat Disagree	2%	1	2%	97
	Strongly Disagree	4%	2	2%	126
Q9b. Handling remote learning platforms (Zoom, Google Meet, teacher apps, etc.) has been difficult.	Strongly Agree	15%	8	26%	1,463
	Somewhat Agree	21%	11	16%	888
	Neither Agree nor Disagree	23%	12	24%	1,359
	Somewhat Disagree	8%	4	11%	603
	Strongly Disagree	34%	18	24%	1,382

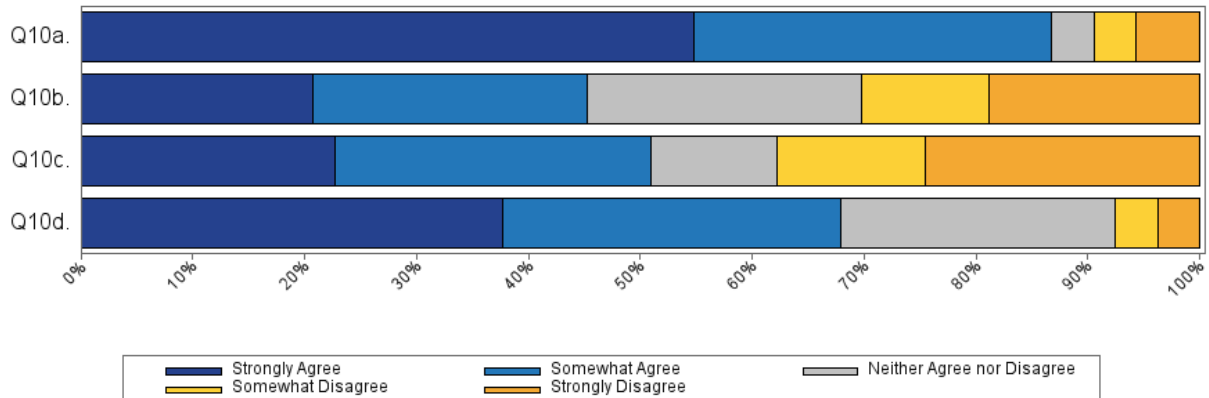| COVID-19 Remote Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q9c. Managing my work along with my child's remote learning schoolwork has been a challenge.	Strongly Agree	19%	10	29%	1,657
	Somewhat Agree	17%	9	20%	1,153
	Neither Agree nor Disagree	19%	10	26%	1,500
	Somewhat Disagree	11%	6	8%	434
	Strongly Disagree	34%	18	17%	951
Q9d. The internet in my home works when my child needs to access school materials for remote learning	Strongly Agree	70%	37	64%	3,669
	Somewhat Agree	9%	5	14%	824
	Neither Agree nor Disagree	15%	8	16%	939
	Somewhat Disagree	4%	2	2%	142
	Strongly Disagree	2%	1	2%	121
Q9e. My child has access to a tech device for school when needed for remote learning.	Strongly Agree	79%	42	73%	4,151
	Somewhat Agree	9%	5	10%	585
	Neither Agree nor Disagree	8%	4	14%	814
	Somewhat Disagree	4%	2	1%	57
	Strongly Disagree	0%	0	2%	88

NYSED CSO Parent Survey 2022

LOIS AND RICHARD NICOTRA EARLY COLLEGE CHARTER SCHOOL

53 RESPONSES

22% RESPONSE RATE

COVID-19 Learning Environment

COVID-19 Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q10a. I have a clear idea how the school is educating my child.	Strongly Agree	55%	29	66%	3,744
	Somewhat Agree	32%	17	24%	1,354
	Neither Agree nor Disagree	4%	2	6%	335
	Somewhat Disagree	4%	2	3%	165
	Strongly Disagree	6%	3	2%	97
Q10b. I need to devote a great amount of time to support my child's school participation.	Strongly Agree	21%	11	32%	1,812
	Somewhat Agree	25%	13	25%	1,437
	Neither Agree nor Disagree	25%	13	23%	1,332
	Somewhat Disagree	11%	6	11%	621
	Strongly Disagree	19%	10	9%	493

COVID-19 Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q10c. I am concerned about my child's social or emotional well-being	Strongly Agree	23%	12	27%	1,564
	Somewhat Agree	28%	15	18%	1,028
	Neither Agree nor Disagree	11%	6	17%	947
	Somewhat Disagree	13%	7	14%	771
	Strongly Disagree	25%	13	24%	1,385
Q10d. I am more connected with my child's day-to-day education now than ever before.	Strongly Agree	38%	20	48%	2,721
	Somewhat Agree	30%	16	24%	1,389
	Neither Agree nor Disagree	25%	13	19%	1,075
	Somewhat Disagree	4%	2	5%	284
	Strongly Disagree	4%	2	4%	226

NYSED CSO Parent Survey 2022

LOIS AND RICHARD NICOTRA EARLY COLLEGE CHARTER SCHOOL

53 RESPONSES

22% RESPONSE RATE

Q11. Why did you choose this school for your child to attend?

Question Answer
Small group setting school came highly recommend
Small class sizes and college credits opportunity.
For the opportunity to earn college credits
I thought it had high academic standards as well as emotional support. I was wrong.
I choose this school because it will help my child more forward for college
Small class setting. Gives the opportunity to take early college classes
It was the original plan for my child to attend college early
I chose this school because of its smaller school population. Smaller classes. I feel that my child will get individual attention here at school and that he will learn a lot more than a public school
I chose this school as this school has small groups of kids in each class.
I really like it because the school teach very well and my daughter like the school too. Thanks
My child feels comfortable here
The school has high standards with a caring staff that meets the individual needs of each student.
It's program seemed good. My son would be able to obtain college credits while still in HS but they failed to mention the stringent stipulations to obtain this program. My son is B+ to A student yet it seems he will not be chosen for this program because his grades are not perfect.
Future
My daughter was very interested in the programs That were offered especially the opportunity to take college level courses while in high school. I would definitely like to see more parent participation in the school whether there's a parent association or something along those lines I would like to see parents be able to come in and really get a feel for the school and what goes on with the school
The school offers college courses during high school.
I was impressed with the learning structure as well as the opportunity for the students to have an early college experience.
Supported my sons' need for smaller class sizes and direct attention from teachers
Smaller Class sizes
College prep.
My child came from A charter school in CA. I thought It would be good to send her to a charter school in NY
Good education
I know is a great school and my child love the school and my child has learn a lot in this school.
It's a great and I have seen how my child is learning from this school and he loves his school everyone it's friendly
Flexibility of doing remote class, teacher support, and over all is a great school.
I think is the best option for my child education
School size and college credit opportunities
Because they offered college preparation. And affiliate programs with St John University
I am fully aware of the benefits a charter school can offer my child and I like the smaller class sizes and the 2 teachers in every class.
Because of the early college option and curriculum offered

NYSED CSO Parent Survey 2022

LOIS AND RICHARD NICOTRA EARLY COLLEGE CHARTER SCHOOL

53 RESPONSES

22% RESPONSE RATE

Q11. Why did you choose this school for your child to attend?

Question Answer
*It is a new school, it gives me security to be close to home... I like teachers to care about my daughter.... I just understand that we are in America but in meetings I can never zoom in because it's only in English. But otherwise I like the opportunities my daughter has to develop in her future career.
I chose this school because my son attended a catholic school which completely closed in 2020. I wasn't sure how he would feel attending a public school with a huge number of students.
Because of the college credit program
Good principles
Small class sizes and it's an early college prep
For the opportunity for my child to earn college credits at St. John's University.
The early college part and the small setting
I chose this school because of the college credits that they provide. Another reason is the amount of students in the school. The less kids in school the more attention each student gets and the staff can easily keep an eye on kids and their behavior.
Small setting

Q12. Do you have any additional comments or concerns regarding this school?

| Question Answer |
| --- |
| Integrating children who have varying levels of understanding is inherently unfair to both children who need help and children who are bright. |
| *I would like them to take more drastic measures so that students do not suffer bulling and that teachers take time that if a student does not understand something they take the have to explain it.... |
| Not organized with year end events, such as graduation, prom, college preparation |
| I would love to see a lot more parent involvement. I would like to see a parent association or something along those lines at the school. I am heavily involved in my son school and was always involved in both of my children's schools prior to my daughter coming to Nicotra and would very much like to be involved with Nicotra as well. I would also love an opportunity for the parents to come in to see the environment at the students are in. |
| Unfortunately the school's founding principal (an experienced leader) left in June 2021. I have witnessed the decline in the school under the leadership of the new principal. Teachers left once the new principal took over. The new principal also allowed the PTA to lapse so there is no active PTA and no new election scheduled. Without the PTA meeting, parents have gone the entire school year without a voice, structured way to receive communication, transparency, or a connection to the school. The new principal has never held a parent meeting or demonstrated an interest in communicating with parents. |
| I would like more info about parent association (PTA/PA) if there is one |

NYSED CSO Teacher Survey 2022
LOIS AND RICHARD NICOTRA EARLY COLLEGE CHARTER SCHOOL
25 RESPONSES
78% RESPONSE RATE

Curriculum
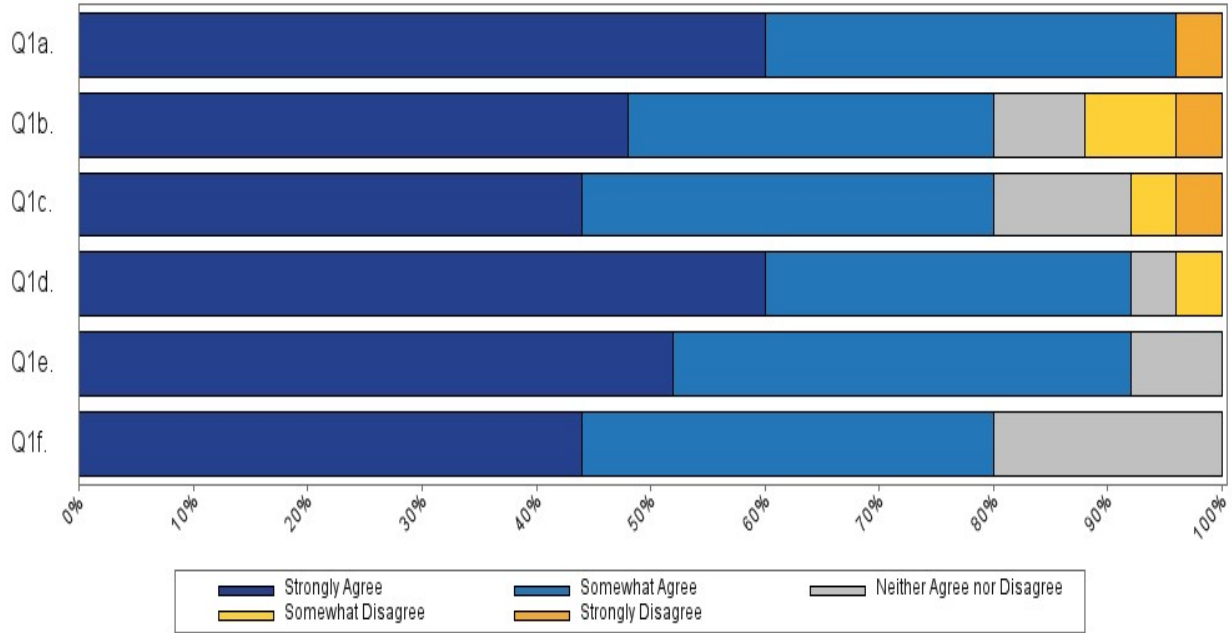
Curriculum		% by School	Total by School	% All Schools	Total All Schools
Q1a. The school has a documented curriculum that is aligned to the New York State learning standards.	Strongly Agree	60%	15	68%	1,310
	Somewhat Agree	36%	9	24%	460
	Neither Agree nor Disagree	0%	0	4%	74
	Somewhat Disagree	0%	0	3%	49
	Strongly Disagree	4%	1	2%	38
Q1b. The school's curriculum is aligned horizontally across same grade level classrooms.	Strongly Agree	48%	12	58%	1,113
	Somewhat Agree	32%	8	26%	506
	Neither Agree nor Disagree	8%	2	10%	190
	Somewhat Disagree	8%	2	4%	82
	Strongly Disagree	4%	1	2%	40

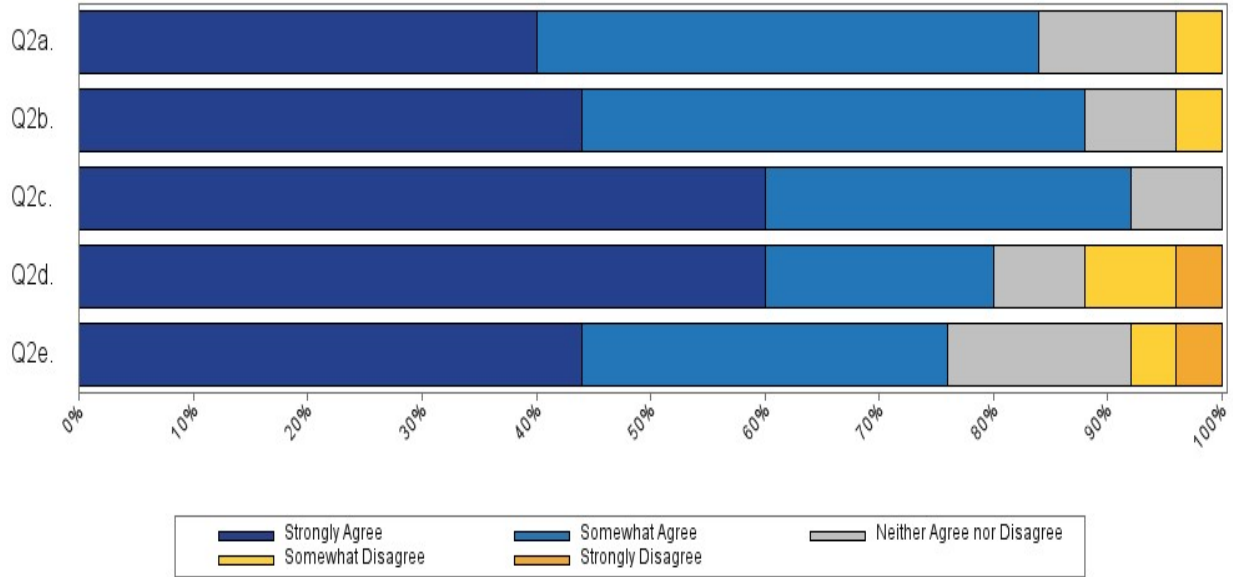| Curriculum		% by School	Total by School	% All Schools	Total All Schools
Q1c. The school's curriculum is aligned vertically between grade levels.	Strongly Agree	44%	11	51%	978
	Somewhat Agree	36%	9	32%	612
	Neither Agree nor Disagree	12%	3	11%	212
	Somewhat Disagree	4%	1	4%	85
	Strongly Disagree	4%	1	2%	44
Q1d. The curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills and concepts.	Strongly Agree	60%	15	50%	975
	Somewhat Agree	32%	8	34%	651
	Neither Agree nor Disagree	4%	1	8%	146
	Somewhat Disagree	4%	1	5%	106
	Strongly Disagree	0%	0	3%	53
Q1e. The curriculum is systematically reviewed and revised.	Strongly Agree	52%	13	50%	966
	Somewhat Agree	40%	10	28%	545
	Neither Agree nor Disagree	8%	2	11%	222
	Somewhat Disagree	0%	0	7%	127
	Strongly Disagree	0%	0	4%	71
Q1f. The school has a strong science curriculum.	Strongly Agree	44%	11	35%	683
	Somewhat Agree	36%	9	30%	574
	Neither Agree nor Disagree	20%	5	23%	436
	Somewhat Disagree	0%	0	7%	136
	Strongly Disagree	0%	0	5%	102

NYSED CSO Teacher Survey 2022
LOIS AND RICHARD NICOTRA EARLY COLLEGE CHARTER SCHOOL
25 RESPONSES
78% RESPONSE RATE

Instruction

Instruction		% by School	Total by School	% All Schools	Total All Schools
Q2a. The school staff has a shared understanding of high-quality instruction that supports all learners.	Strongly Agree	40%	10	54%	1,038
	Somewhat Agree	44%	11	34%	653
	Neither Agree nor Disagree	12%	3	4%	86
	Somewhat Disagree	4%	1	6%	113
	Strongly Disagree	0%	0	2%	41
Q2b. Instructional delivery fosters engagement with all students.	Strongly Agree	44%	11	52%	1,008
	Somewhat Agree	44%	11	36%	691
	Neither Agree nor Disagree	8%	2	6%	114
	Somewhat Disagree	4%	1	5%	94
	Strongly Disagree	0%	0	1%	24

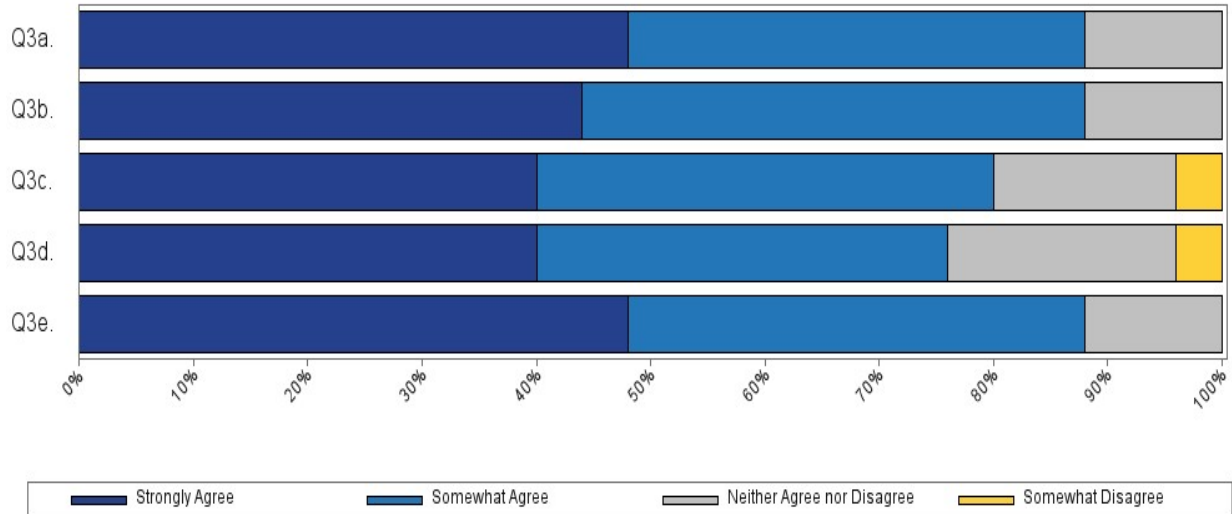| Instruction		% by School	Total by School	% All Schools	Total All Schools
Q2c. The school differentiates instruction to ensure equity and access for all students.	Strongly Agree	60%	15	52%	999
	Somewhat Agree	32%	8	34%	654
	Neither Agree nor Disagree	8%	2	6%	124
	Somewhat Disagree	0%	0	6%	115
	Strongly Disagree	0%	0	2%	39
Q2d. The school provides staff with professional development opportunities that promote best practices and improves all students' success, including subgroups: Students with disabilities (SWDs), English language learners (ELLs), and economically disadvantaged students (EDs).	Strongly Agree	60%	15	48%	922
	Somewhat Agree	20%	5	30%	570
	Neither Agree nor Disagree	8%	2	9%	170
	Somewhat Disagree	8%	2	8%	162
	Strongly Disagree	4%	1	6%	107
Q2e. There is a uniform expectation for teachers' implementation of academic rigor in the school.	Strongly Agree	44%	11	53%	1,022
	Somewhat Agree	32%	8	29%	566
	Neither Agree nor Disagree	16%	4	8%	159
	Somewhat Disagree	4%	1	6%	114
	Strongly Disagree	4%	1	4%	70

NYSED CSO Teacher Survey 2022

LOIS AND RICHARD NICOTRA EARLY COLLEGE CHARTER SCHOOL

25 RESPONSES

78% RESPONSE RATE

Assessment and Program Evaluation

Assessment and Program Evaluation		% by School	Total by School Answer Count	% All Schools	Total All Schools
Q3a. The school uses a system of formative, diagnostic, and summative assessments.	Strongly Agree	48%	12	66%	1,267
	Somewhat Agree	40%	10	27%	522
	Neither Agree nor Disagree	12%	3	5%	88
	Somewhat Disagree	0%	0	2%	37
	Strongly Disagree	0%	0	1%	17
Q3b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes.	Strongly Agree	44%	11	62%	1,200
	Somewhat Agree	44%	11	28%	532
	Neither Agree nor Disagree	12%	3	6%	125
	Somewhat Disagree	0%	0	3%	50
	Strongly Disagree	0%	0	1%	24

| Assessment and Program Evaluation		% by School	Total by School Answer Count	% All Schools	Total All Schools
Q3c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program.	Strongly Agree	40%	10	58%	1,129
	Somewhat Agree	40%	10	29%	555
	Neither Agree nor Disagree	16%	4	7%	134
	Somewhat Disagree	4%	1	5%	87
	Strongly Disagree	0%	0	1%	26
Q3d. The school modifies its academic program after using data measurements.	Strongly Agree	40%	10	50%	964
	Somewhat Agree	36%	9	30%	583
	Neither Agree nor Disagree	20%	5	11%	218
	Somewhat Disagree	4%	1	7%	126
	Strongly Disagree	0%	0	2%	40
Q3e. The school uses multiple measures to assess student progress toward State learning standards.	Strongly Agree	48%	12	59%	1,144
	Somewhat Agree	40%	10	28%	532
	Neither Agree nor Disagree	12%	3	8%	156
	Somewhat Disagree	0%	0	4%	69
	Strongly Disagree	0%	0	2%	30

NYSED CSO Teacher Survey 2022
LOIS AND RICHARD NICOTRA EARLY COLLEGE CHARTER SCHOOL
25 RESPONSES
78% RESPONSE RATE

Supports for Diverse Learners
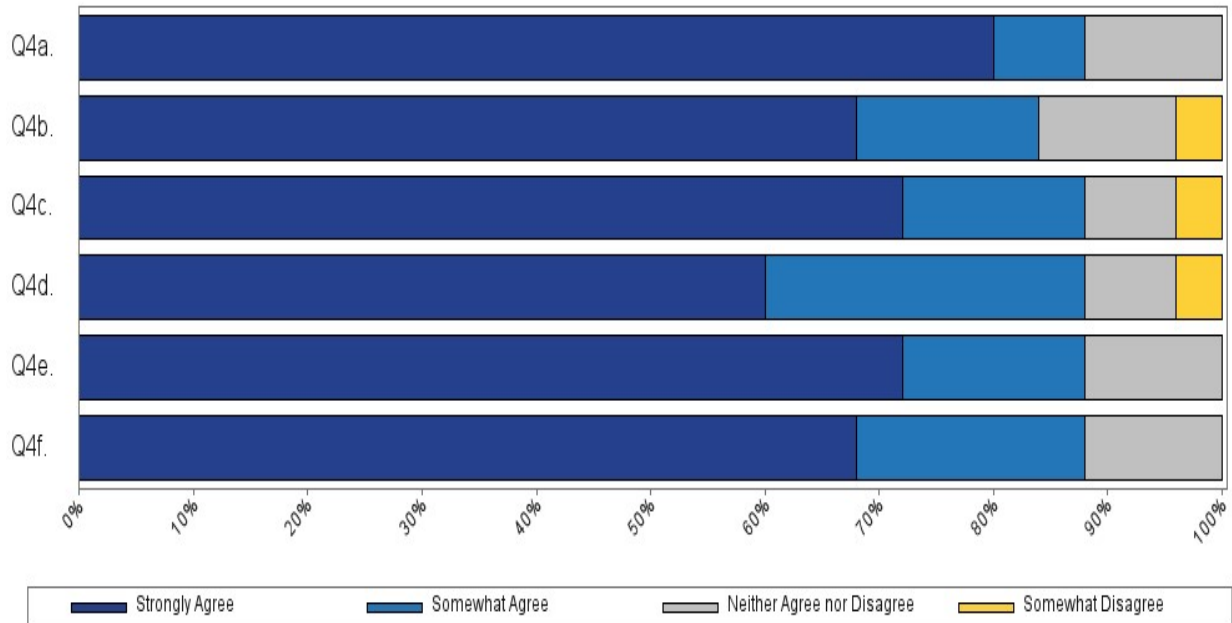
Legend: Strongly Agree | Somewhat Agree | Neither Agree nor Disagree | Somewhat Disagree

Supports for Diverse Learners		% by School	Total by School	% All Schools	Total All Schools
Q4a. The school follows the NYSED approved identification process for students with disabilities.	Strongly Agree	80%	20	62%	1,194
	Somewhat Agree	8%	2	20%	391
	Neither Agree nor Disagree	12%	3	14%	262
	Somewhat Disagree	0%	0	3%	55
	Strongly Disagree	0%	0	2%	29
Q4b. The school follows the NYSED approved identification process for English language learners.	Strongly Agree	68%	17	61%	1,181
	Somewhat Agree	16%	4	20%	393
	Neither Agree nor Disagree	12%	3	15%	286
	Somewhat Disagree	4%	1	3%	50
	Strongly Disagree	0%	0	1%	21

Supports for Diverse Learners		% by School	Total by School	% All Schools	Total All Schools
Q4c. The school provides supports to meet the academic needs for students with disabilities.	Strongly Agree	72%	18	56%	1,079
	Somewhat Agree	16%	4	27%	516
	Neither Agree nor Disagree	8%	2	9%	172
	Somewhat Disagree	4%	1	6%	115
	Strongly Disagree	0%	0	3%	49
Q4d. The school provides supports to meet the academic needs for English language learners.	Strongly Agree	60%	15	55%	1,053
	Somewhat Agree	28%	7	26%	511
	Neither Agree nor Disagree	8%	2	10%	200
	Somewhat Disagree	4%	1	6%	117
	Strongly Disagree	0%	0	3%	50
Q4e. The school provides supports to meet the academic needs for economically disadvantaged students.	Strongly Agree	72%	18	61%	1,169
	Somewhat Agree	16%	4	25%	477
	Neither Agree nor Disagree	12%	3	10%	201
	Somewhat Disagree	0%	0	3%	59
	Strongly Disagree	0%	0	1%	25
Q4f. The school has systems to monitor the progress of individual students and to facilitate communication between interventionists and classroom teachers regarding the needs of individual students.	Strongly Agree	68%	17	54%	1,050
	Somewhat Agree	20%	5	28%	533
	Neither Agree nor Disagree	12%	3	9%	183
	Somewhat Disagree	0%	0	6%	110
	Strongly Disagree	0%	0	3%	55

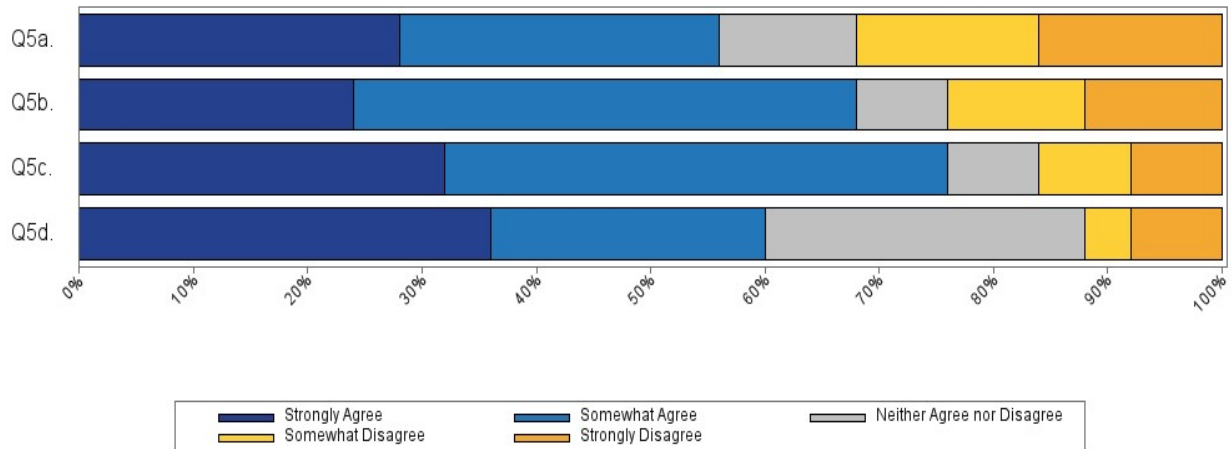**LOIS AND RICHARD NICOTRA EARLY COLLEGE CHARTER SCHOOL**

25 RESPONSES

78% RESPONSE RATE

Measures of Culture, Climate, and Student Engagement

Measures of Culture, Climate, and Student Engagement		% by School	Total by School	% All Schools	Total All Schools
Q5a. The school has processes and procedures in place to address chronic absenteeism for all students.	Strongly Agree	28%	7	38%	725
	Somewhat Agree	28%	7	30%	577
	Neither Agree nor Disagree	12%	3	12%	238
	Somewhat Disagree	16%	4	12%	225
	Strongly Disagree	16%	4	9%	166
Q5b. In general, attendance is not an issue at the school.	Strongly Agree	24%	6	24%	456
	Somewhat Agree	44%	11	27%	512
	Neither Agree nor Disagree	8%	2	15%	293
	Somewhat Disagree	12%	3	21%	405
	Strongly Disagree	12%	3	14%	265

| Measures of Culture, Climate, and Student Engagement		% by School	Total by School	% All Schools	Total All Schools
Q5c. The school has processes and procedures in place to address out of school suspension rates for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program.	Strongly Agree	32%	8	37%	717
	Somewhat Agree	44%	11	29%	569
	Neither Agree nor Disagree	8%	2	21%	407
	Somewhat Disagree	8%	2	7%	141
	Strongly Disagree	8%	2	5%	97
Q5d. The school has a process in place to measure and evaluate school climate culture.	Strongly Agree	36%	9	38%	738
	Somewhat Agree	24%	6	31%	589
	Neither Agree nor Disagree	28%	7	16%	306
	Somewhat Disagree	4%	1	8%	161
	Strongly Disagree	8%	2	7%	137

NYSED CSO Teacher Survey 2022
LOIS AND RICHARD NICOTRA EARLY COLLEGE CHARTER SCHOOL
25 RESPONSES
78% RESPONSE RATE

Behavior Management and Safety
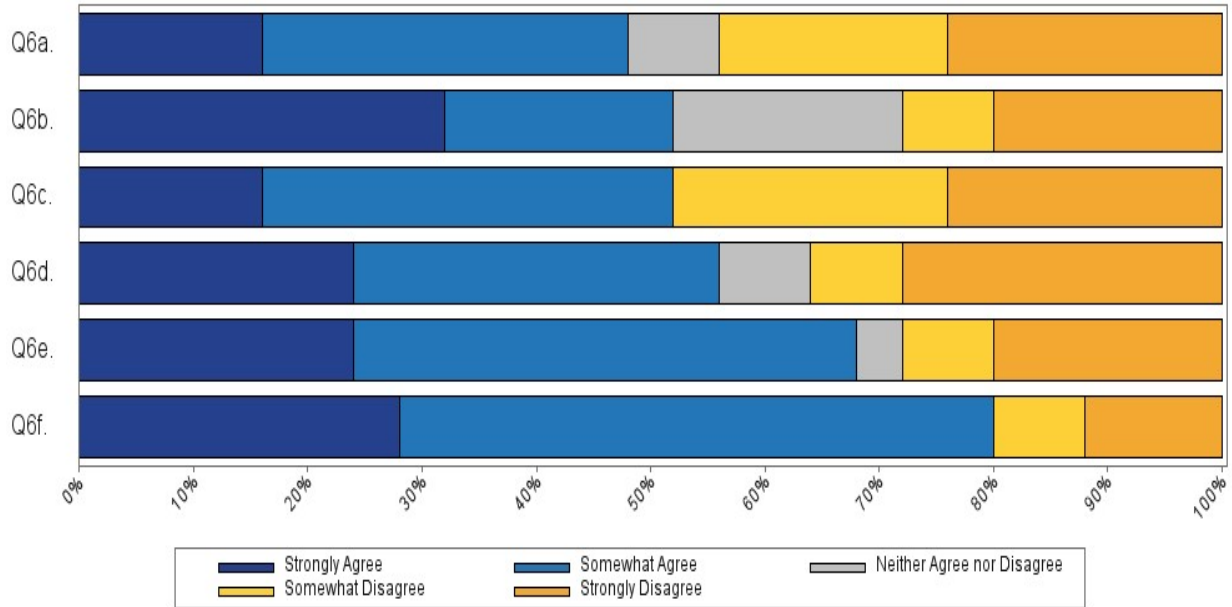
Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q6a. The school's discipline policy is clear.	Strongly Agree	16%	4	35%	674
	Somewhat Agree	32%	8	30%	580
	Neither Agree nor Disagree	8%	2	10%	190
	Somewhat Disagree	20%	5	14%	270
	Strongly Disagree	24%	6	11%	217
Q6b. The school's discipline policy is fair to all students.	Strongly Agree	32%	8	39%	751
	Somewhat Agree	20%	5	26%	509
	Neither Agree nor Disagree	20%	5	13%	257
	Somewhat Disagree	8%	2	13%	256
	Strongly Disagree	20%	5	8%	158

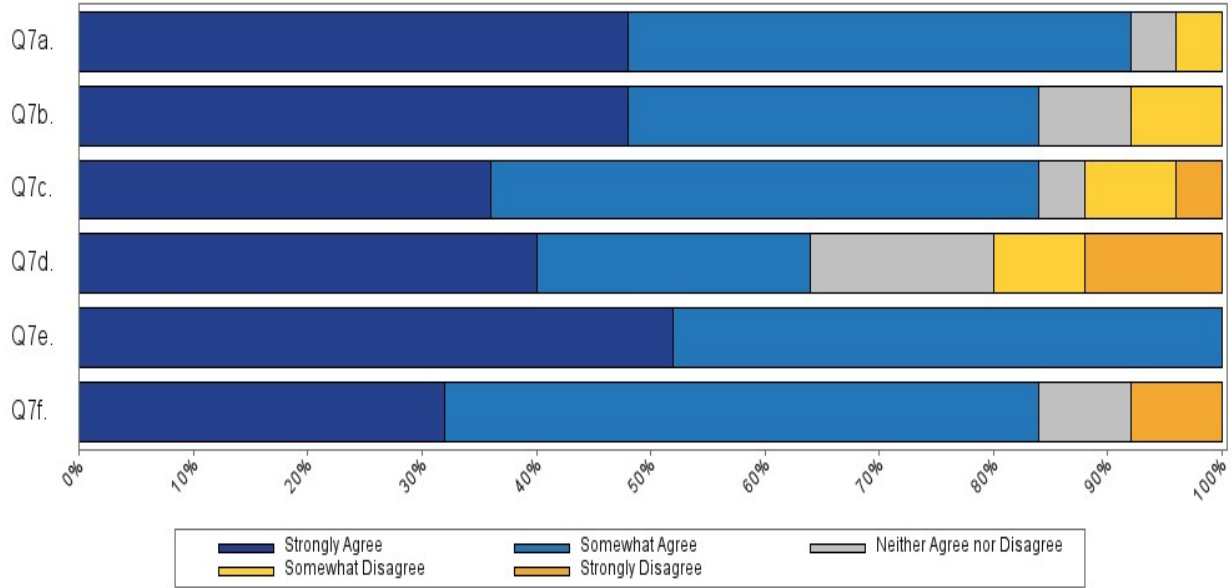| Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q6c. The school's discipline policy is enforced by all teachers and staff.	Strongly Agree	16%	4	28%	545
	Somewhat Agree	36%	9	30%	581
	Neither Agree nor Disagree	0%	0	13%	244
	Somewhat Disagree	24%	6	18%	352
	Strongly Disagree	24%	6	11%	209
Q6d. The school's discipline policy is updated as necessary with feedback from faculty.	Strongly Agree	24%	6	33%	641
	Somewhat Agree	32%	8	26%	509
	Neither Agree nor Disagree	8%	2	16%	310
	Somewhat Disagree	8%	2	14%	273
	Strongly Disagree	28%	7	10%	198
Q6e. The school utilizes behavior intervention plans for students who require specific social and behavioral skills in an academic setting.	Strongly Agree	24%	6	42%	818
	Somewhat Agree	44%	11	32%	617
	Neither Agree nor Disagree	4%	1	11%	209
	Somewhat Disagree	8%	2	9%	181
	Strongly Disagree	20%	5	5%	106
Q6f. Teachers and staff interacting with students with disabilities are aware of and follow specific discipline and prevention protocols for these students.	Strongly Agree	28%	7	42%	811
	Somewhat Agree	52%	13	33%	628
	Neither Agree nor Disagree	0%	0	14%	265
	Somewhat Disagree	8%	2	8%	145
	Strongly Disagree	12%	3	4%	82

NYSED CSO Teacher Survey 2022
LOIS AND RICHARD NICOTRA EARLY COLLEGE CHARTER SCHOOL
25 RESPONSES
## 78% RESPONSE RATE

Behavior Management and Safety

Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q7a. The school provides a safe environment.	Strongly Agree	48%	12	60%	1,162
	Somewhat Agree	44%	11	27%	523
	Neither Agree nor Disagree	4%	1	5%	103
	Somewhat Disagree	4%	1	5%	104
	Strongly Disagree	0%	0	2%	39
Q7b. The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination.	Strongly Agree	48%	12	49%	945
	Somewhat Agree	36%	9	30%	586
	Neither Agree nor Disagree	8%	2	8%	155
	Somewhat Disagree	8%	2	9%	165
	Strongly Disagree	0%	0	4%	80

Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q7c. Classroom environments support learning and are generally free from disruption.	Strongly Agree	36%	9	38%	741
	Somewhat Agree	48%	12	34%	654
	Neither Agree nor Disagree	4%	1	9%	180
	Somewhat Disagree	8%	2	12%	233
	Strongly Disagree	4%	1	6%	123
Q7d. The school has high behavioral expectations for all students.	Strongly Agree	40%	10	47%	899
	Somewhat Agree	24%	6	30%	570
	Neither Agree nor Disagree	16%	4	9%	171
	Somewhat Disagree	8%	2	10%	194
	Strongly Disagree	12%	3	5%	97
Q7e. Teacher-student interactions could typically be described as supportive and respectful.	Strongly Agree	52%	13	55%	1,062
	Somewhat Agree	48%	12	33%	637
	Neither Agree nor Disagree	0%	0	7%	126
	Somewhat Disagree	0%	0	4%	79
	Strongly Disagree	0%	0	1%	27
Q7f. There is a uniform expectation for all teachers' classroom management in your school.	Strongly Agree	32%	8	48%	933
	Somewhat Agree	52%	13	31%	598
	Neither Agree nor Disagree	8%	2	9%	174
	Somewhat Disagree	0%	0	8%	149
	Strongly Disagree	8%	2	4%	77

LOIS AND RICHARD NICOTRA EARLY COLLEGE CHARTER SCHOOL
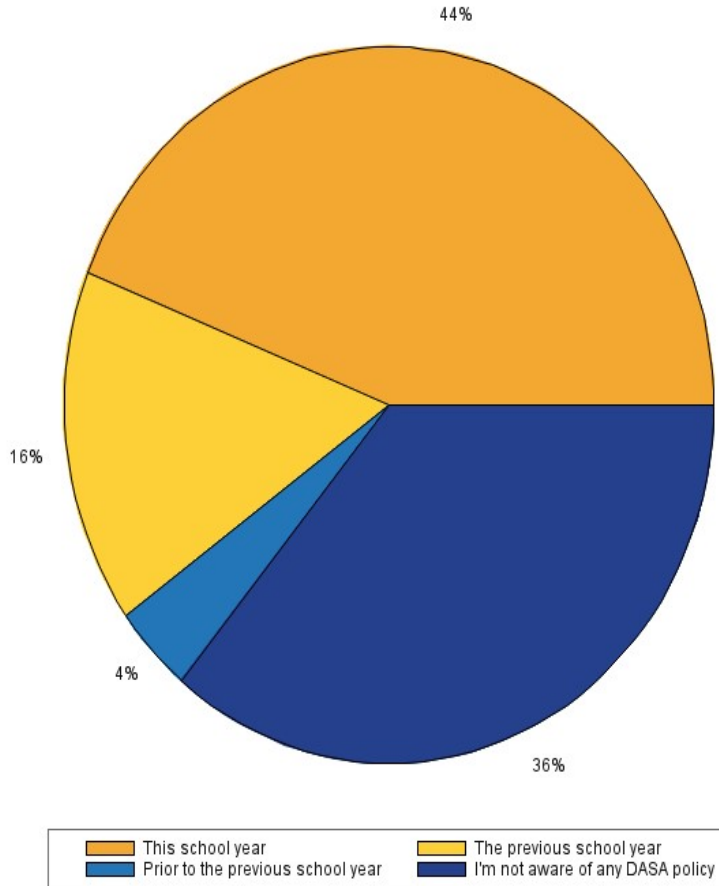
25 RESPONSES

78% RESPONSE RATE

Q8. What is the name of your school's Dignity for All Students Act (DASA) coordinator?
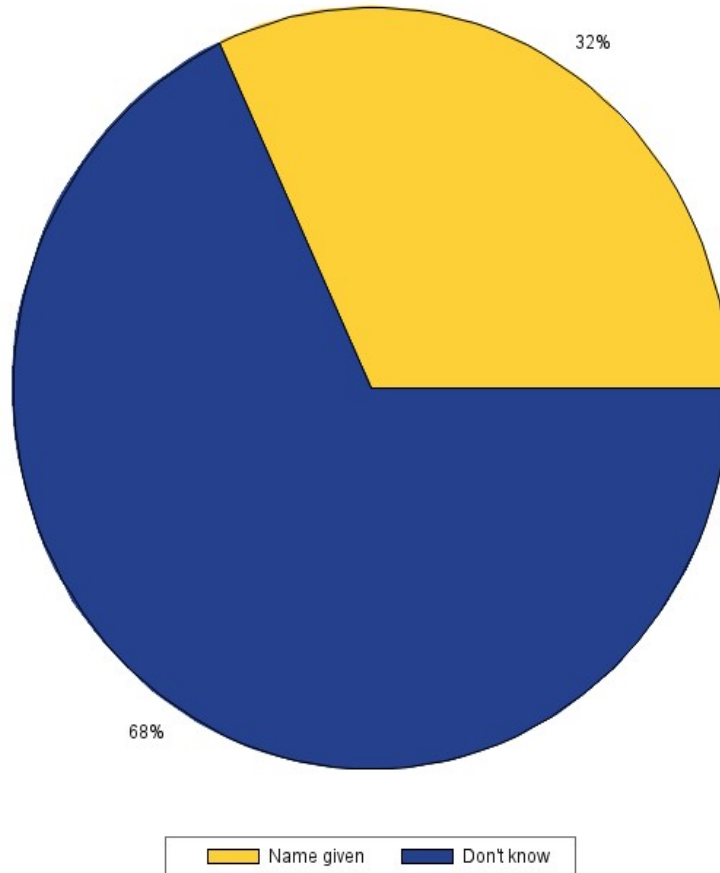
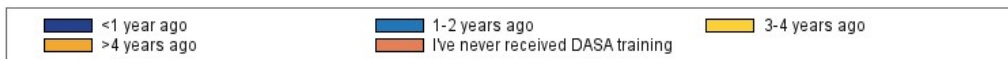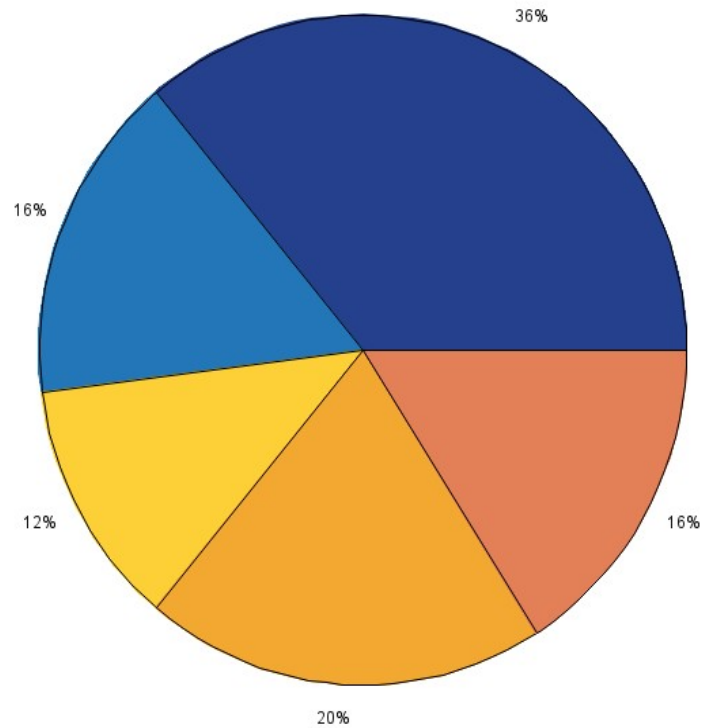| Dignity for All Students Act (DASA)		% by School	Total by School	% All Schools	Total All Schools
Q8. What is the name of your school's Dignity for All Students Act (DASA) coordinator?	Name given	32%	8	59%	1,144
	Don't know	68%	17	41%	787

Q9. When is the last time you received a copy of the school's DASA policy?

Dignity for All Students Act (DASA)		% by School	Total by School	% All Schools	Total All Schools
Q9. When is the last time you received a copy of the school's DASA policy?	This school year	44%	11	62%	1,204
	The previous school year	16%	4	9%	176
	Prior to the previous school year	4%	1	6%	117
	I'm not aware of any DASA policy	36%	9	22%	434

NYSED CSO Teacher Survey 2022
LOIS AND RICHARD NICOTRA EARLY COLLEGE CHARTER SCHOOL
25 RESPONSES
78% RESPONSE RATE

Q10. When is the last time you received DASA training?

Legend:
- <1 year ago
- 1-2 years ago
- 3-4 years ago
- >4 years ago
- I've never received DASA training

Dignity for All Students Act (DASA)		% by School	Total by School	% All Schools	Total All Schools
Q10. When is the last time you received DASA training?	<1 year ago	36%	9	48%	927
	1-2 years ago	16%	4	21%	399
	3-4 years ago	12%	3	10%	193
	>4 years ago	20%	5	10%	195
	I've never received DASA training	16%	4	11%	217

Family Engagement and Communication
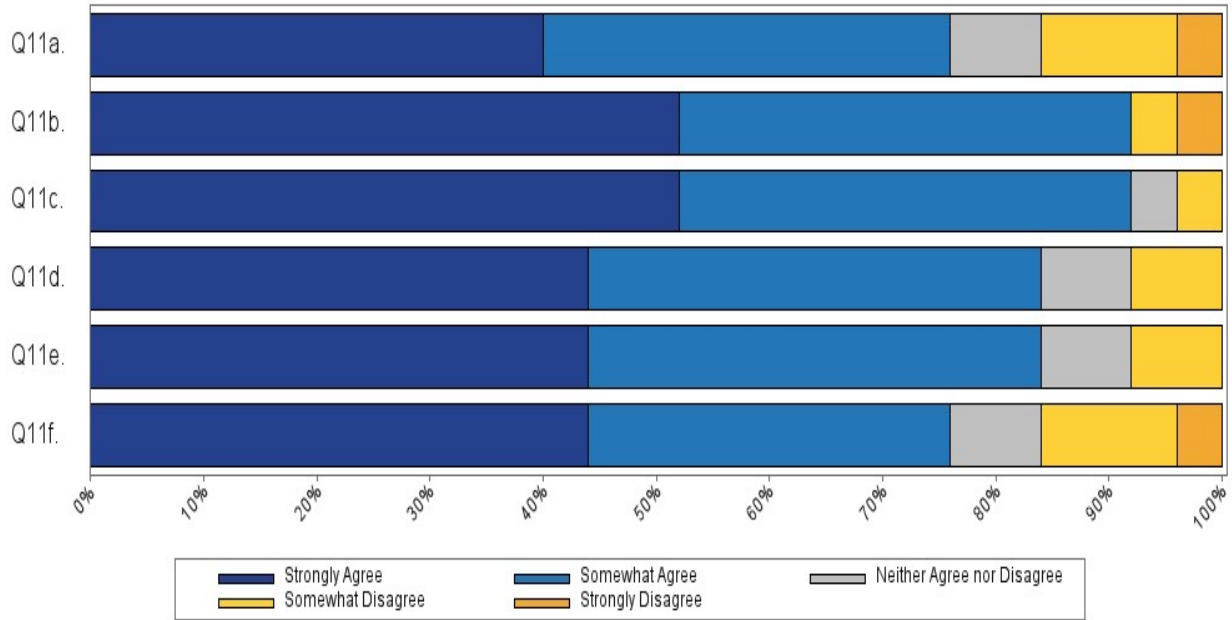
Family Engagement and Communication		% by School	Total by School	% All Schools	Total All Schools
Q11a. The school provides opportunities for parent participation within the school community.	Strongly Agree	40%	10	50%	961
	Somewhat Agree	36%	9	30%	585
	Neither Agree nor Disagree	8%	2	11%	214
	Somewhat Disagree	12%	3	6%	117
	Strongly Disagree	4%	1	3%	54
Q11b. Parents receive regular and timely information on their child's academic progress in their home language.	Strongly Agree	52%	13	57%	1,100
	Somewhat Agree	40%	10	31%	601
	Neither Agree nor Disagree	0%	0	7%	135
	Somewhat Disagree	4%	1	3%	60
	Strongly Disagree	4%	1	2%	35

Family Engagement and Communication		% by School	Total by School	% All Schools	Total All Schools
Q11c. The school uses many methods of communication with families.	Strongly Agree	52%	13	67%	1,295
	Somewhat Agree	40%	10	26%	511
	Neither Agree nor Disagree	4%	1	4%	79
	Somewhat Disagree	4%	1	1%	26
	Strongly Disagree	0%	0	1%	20
Q11d. The school seeks feedback from parents through surveys, meetings, or some other way.	Strongly Agree	44%	11	56%	1,088
	Somewhat Agree	40%	10	29%	567
	Neither Agree nor Disagree	8%	2	10%	196
	Somewhat Disagree	8%	2	3%	54
	Strongly Disagree	0%	0	1%	26
Q11e. The school has a systematic and transparent process for responding to family or community concerns.	Strongly Agree	44%	11	52%	996
	Somewhat Agree	40%	10	30%	572
	Neither Agree nor Disagree	8%	2	12%	240
	Somewhat Disagree	8%	2	4%	82
	Strongly Disagree	0%	0	2%	41
Q11f. The school informs parents about how it performs compared to other schools in the district and New York State.	Strongly Agree	44%	11	45%	873
	Somewhat Agree	32%	8	23%	448
	Neither Agree nor Disagree	8%	2	25%	484
	Somewhat Disagree	12%	3	4%	80
	Strongly Disagree	4%	1	2%	46

Q12. What is the name of your school's McKinney-Vento Coordinator?

56%

44%

Name given   Don't know
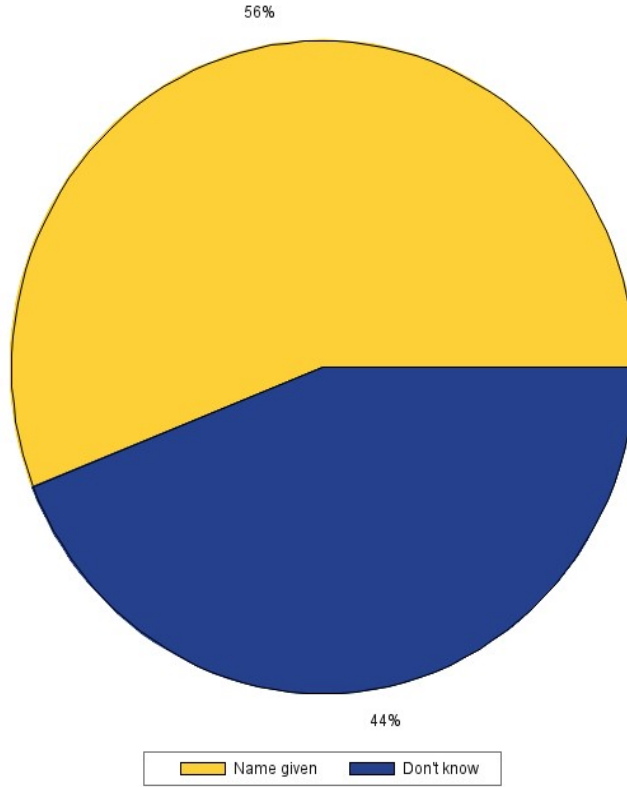
McKinney-Vento		% by School	Total by School	% All Schools	Total All Schools
Q12. What is the name of your school's McKinney-Vento Coordinator?	Name given	56%	14	40%	780
	Don't know	44%	11	60%	1,151

Social-Emotional and Mental Health Support
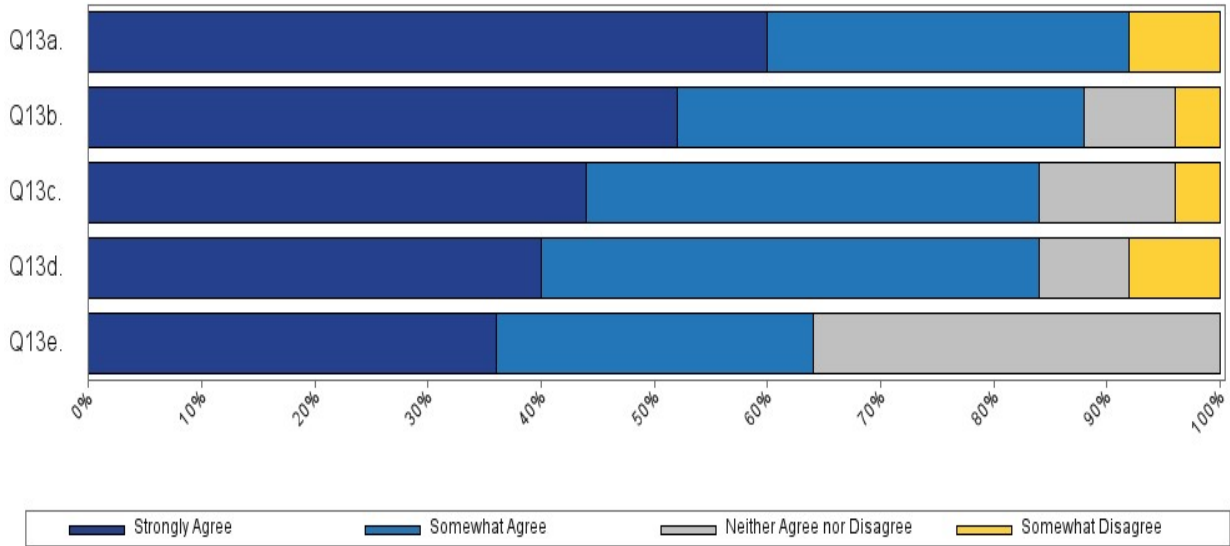
Social-Emotional and Mental Health Support		% by School	Total by School	% All Schools	Total All Schools
Q13a. The school has social, emotional, and mental health programs and supports for all students.	Strongly Agree	60%	15	53%	1,023
	Somewhat Agree	32%	8	32%	618
	Neither Agree nor Disagree	0%	0	6%	111
	Somewhat Disagree	8%	2	6%	122
	Strongly Disagree	0%	0	3%	57
Q13b. School leaders collect and use data to track the social-emotional needs of all students, including students in subgroups.	Strongly Agree	52%	13	43%	831
	Somewhat Agree	36%	9	29%	552
	Neither Agree nor Disagree	8%	2	16%	314
	Somewhat Disagree	4%	1	8%	155
	Strongly Disagree	0%	0	4%	79

Social-Emotional and Mental Health Support		% by School	Total by School	% All Schools	Total All Schools
Q13c. School leaders collect and use data regarding the impact of programs designed to support the social and emotional health of all students.	Strongly Agree	44%	11	43%	829
	Somewhat Agree	40%	10	27%	526
	Neither Agree nor Disagree	12%	3	18%	352
	Somewhat Disagree	4%	1	8%	145
	Strongly Disagree	0%	0	4%	79
Q13d. The school provides staff with professional development opportunities to support the social-emotional and mental health of students in a culturally responsive manner.	Strongly Agree	40%	10	46%	892
	Somewhat Agree	44%	11	30%	583
	Neither Agree nor Disagree	8%	2	10%	202
	Somewhat Disagree	8%	2	8%	145
	Strongly Disagree	0%	0	6%	109
Q13e. The school has processes and procedures in place to address the learning and social-emotional needs of McKinney-Vento eligible students.	Strongly Agree	36%	9	36%	688
	Somewhat Agree	28%	7	20%	392
	Neither Agree nor Disagree	36%	9	35%	676
	Somewhat Disagree	0%	0	4%	78
	Strongly Disagree	0%	0	5%	97

Q14. How many total years of K-12 teaching experience do you have?

Teaching Experience		% by School	Total by School	% All Schools	Total All Schools
Q14. How many total years of K-12 teaching experience do you have?	Less than 1 year	16%	4	7%	137
	1-3 years	28%	7	21%	401
	4-6 years	20%	5	26%	499
	7-10 years	24%	6	21%	408
	More than 10 years	12%	3	25%	486

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25 RESPONSES
78% RESPONSE RATE

Teaching Modality

Teaching Modality		% by School	Total by School	% All Schools	Total All Schools
Q15a. In-person %	0%	36%	9	4%	69
	1% to 25%	4%	1	1%	15
	26% to 50%	8%	2	3%	63
	51% to 75%	4%	1	5%	92
	76% to 99%	28%	7	52%	1,002
	100%	20%	5	36%	690
Q15b. Remote %	0%	52%	13	42%	804
	1% to 25%	36%	9	55%	1,054
	26% to 50%	8%	2	3%	50
	51% to 75%	0%	0	0%	9
	76% to 99%	0%	0	0%	7
	100%	4%	1	0%	7

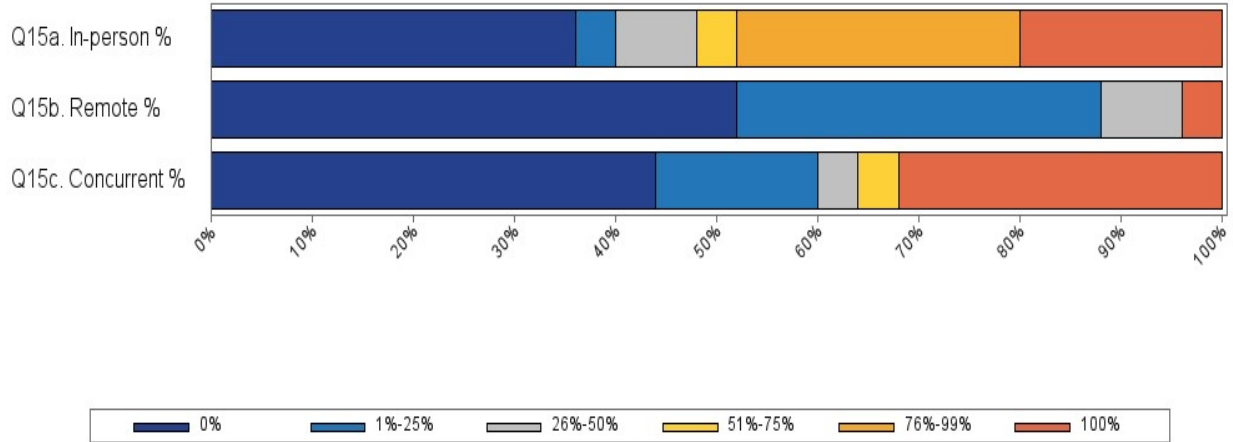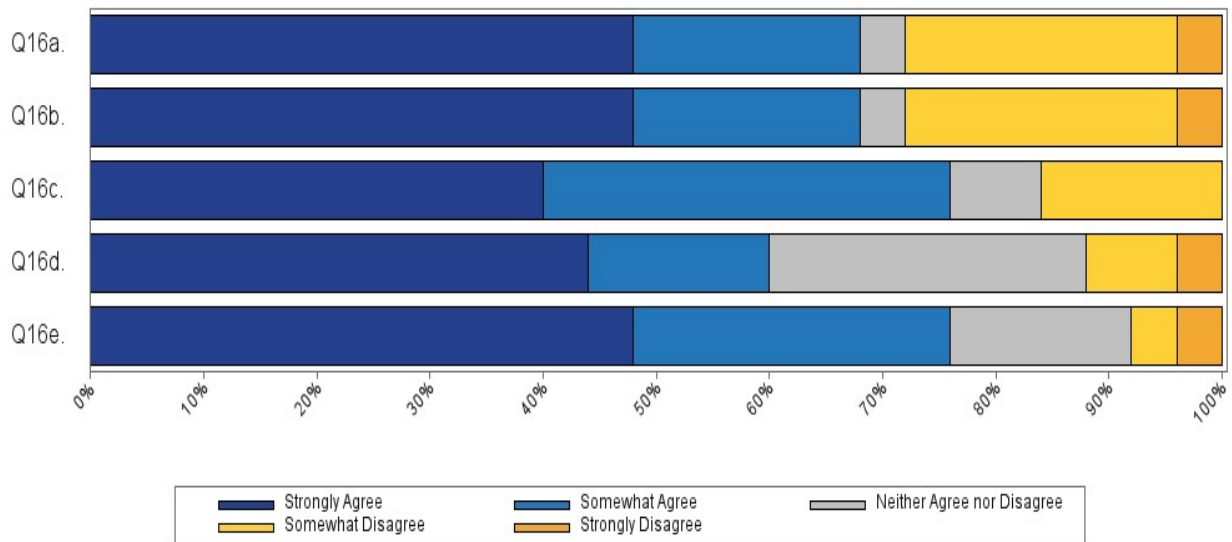| Teaching Modality		% by School	Total by School	% All Schools	Total All Schools
Q15c. Concurrent %	0%	44%	11	79%	1,522
	1% to 25%	16%	4	16%	311
	26% to 50%	4%	1	2%	38
	51% to 75%	4%	1	0%	3
	76% to 99%	0%	0	1%	13
	100%	32%	8	2%	44

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School Leadership

School Leadership		% by School	Total by School	% All Schools	Total All Schools
Q16a. The school has an effective school leadership team that communicates a clearly defined mission and set of goals to staff and the school community.	Strongly Agree	48%	12	47%	914
	Somewhat Agree	20%	5	29%	565
	Neither Agree nor Disagree	4%	1	9%	173
	Somewhat Disagree	24%	6	8%	159
	Strongly Disagree	4%	1	6%	120
Q16b. The school has a clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school.	Strongly Agree	48%	12	42%	811
	Somewhat Agree	20%	5	30%	570
	Neither Agree nor Disagree	4%	1	10%	192
	Somewhat Disagree	24%	6	11%	217
	Strongly Disagree	4%	1	7%	141

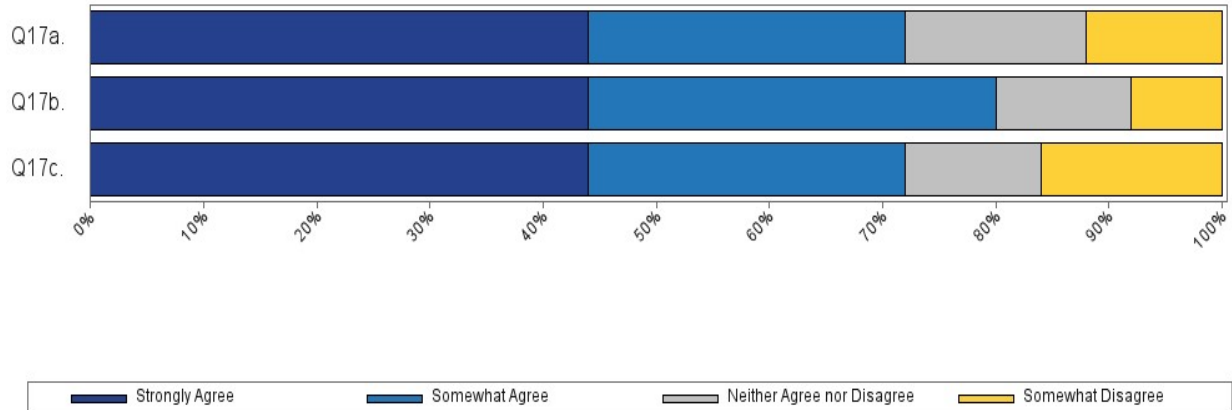| School Leadership		% by School	Total by School	% All Schools	Total All Schools
Q16c. The school successfully recruits, hires, and retains key personnel that meets the needs of all students and subgroups.	Strongly Agree	40%	10	34%	655
	Somewhat Agree	36%	9	28%	539
	Neither Agree nor Disagree	8%	2	15%	280
	Somewhat Disagree	16%	4	15%	295
	Strongly Disagree	0%	0	8%	162
Q16d. The school makes decisions – when warranted – to remove ineffective staff members.	Strongly Agree	44%	11	37%	709
	Somewhat Agree	16%	4	26%	508
	Neither Agree nor Disagree	28%	7	21%	411
	Somewhat Disagree	8%	2	10%	184
	Strongly Disagree	4%	1	6%	119
Q16e. The school's leadership demonstrates a high level of accountability such that leadership takes responsibility for outcomes.	Strongly Agree	48%	12	42%	810
	Somewhat Agree	28%	7	28%	539
	Neither Agree nor Disagree	16%	4	14%	271
	Somewhat Disagree	4%	1	9%	166
	Strongly Disagree	4%	1	8%	145

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25 RESPONSES
78% RESPONSE RATE

Professional Climate

Professional Climate		% by School	Total by School	% All Schools	Total All Schools
Q17a. Roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to.	Strongly Agree	44%	11	43%	838
	Somewhat Agree	28%	7	30%	585
	Neither Agree nor Disagree	16%	4	13%	249
	Somewhat Disagree	12%	3	8%	158
	Strongly Disagree	0%	0	5%	101
Q17b. The school ensures that staff has the requisite skills, expertise, and professional development necessary to meet all students' needs, including students in subgroups.	Strongly Agree	44%	11	44%	843
	Somewhat Agree	36%	9	32%	623
	Neither Agree nor Disagree	12%	3	12%	228
	Somewhat Disagree	8%	2	8%	153
	Strongly Disagree	0%	0	4%	84

Professional Climate		% by School	Total by School	% All Schools	Total All Schools
Q17c. The school is fully staffed with personnel who are able to meet all operational needs, including finance, human resources, and communications.	Strongly Agree	44%	11	42%	813
	Somewhat Agree	28%	7	27%	527
	Neither Agree nor Disagree	12%	3	14%	267
	Somewhat Disagree	16%	4	10%	192
	Strongly Disagree	0%	0	7%	132

Professional Climate

Professional Climate		% by School	Total by School	% All Schools	Total All Schools
Q18a. The school has established procedures for effective collaboration among teachers.	Strongly Agree	44%	11	48%	922
	Somewhat Agree	32%	8	34%	656
	Neither Agree nor Disagree	8%	2	8%	151
	Somewhat Disagree	16%	4	7%	141
	Strongly Disagree	0%	0	3%	61
Q18b. The school has systems to monitor and maintain organizational and instructional quality through a formal evaluation process for teacher and other staff.	Strongly Agree	48%	12	52%	1,001
	Somewhat Agree	36%	9	32%	615
	Neither Agree nor Disagree	4%	1	9%	165
	Somewhat Disagree	8%	2	5%	90
	Strongly Disagree	4%	1	3%	60

Professional Climate		% by School	Total by School	% All Schools	Total All Schools
Q18c. The school has mechanisms to solicit teacher and staff feedback and to gauge their satisfaction.	Strongly Agree	44%	11	45%	870
	Somewhat Agree	36%	9	31%	599
	Neither Agree nor Disagree	8%	2	11%	207
	Somewhat Disagree	8%	2	8%	155
	Strongly Disagree	4%	1	5%	100
Q18d. The school provides you with the resources and support to do your job well when teaching remotely.	Strongly Agree	44%	11	47%	913
	Somewhat Agree	24%	6	27%	522
	Neither Agree nor Disagree	12%	3	18%	356
	Somewhat Disagree	16%	4	5%	90
	Strongly Disagree	4%	1	3%	50
Q18e. The school provides you with the resources and support to do your job well when teaching in -person.	Strongly Agree	44%	11	53%	1,030
	Somewhat Agree	36%	9	33%	633
	Neither Agree nor Disagree	12%	3	7%	128
	Somewhat Disagree	4%	1	5%	91
	Strongly Disagree	4%	1	3%	49
Q18f. The school provides you with the resources and support to do your job well when teaching concurrently.	Strongly Agree	36%	9	39%	759
	Somewhat Agree	36%	9	22%	434
	Neither Agree nor Disagree	24%	6	32%	610
	Somewhat Disagree	0%	0	4%	78
	Strongly Disagree	4%	1	3%	50

Professional Climate

Professional Climate		% by School	Total by School	% All Schools	Total All Schools
Q19. How strongly do you agree or disagree that there is a long-term career pathway and opportunities for professional growth for you at this school?	Strongly Agree	56%	14	40%	764
	Somewhat Agree	36%	9	35%	683
	Neither Agree nor Disagree	4%	1	12%	225
	Somewhat Disagree	4%	1	8%	148
	Strongly Disagree	0%	0	6%	111

Q20. Meetings, such as faculty, staff, grade-level, curricular, child study, and the like are:
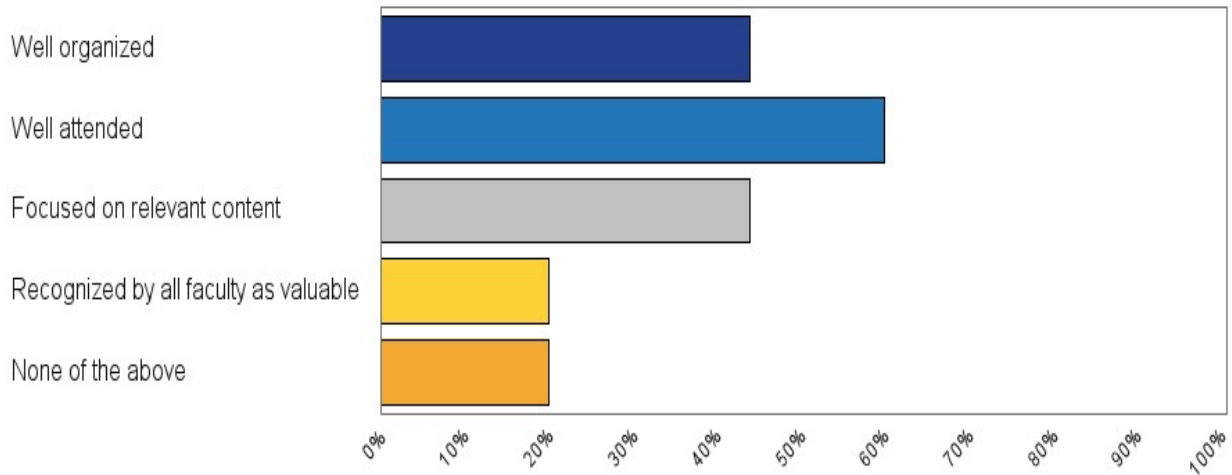
Q20. Meetings, such as faculty, staff, grade-level, curricular, child study, and the like are:	% by School	Total by School	% All Schools	Total All Schools
Well organized	44%	11	68%	1,314
Well attended	60%	15	78%	1,500
Focused on relevant content	44%	11	63%	1,217
Recognized by all faculty as valuable	20%	5	36%	700
None of the above	20%	5	5%	105

LOIS AND RICHARD NICOTRA EARLY COLLEGE CHARTER SCHOOL

25 RESPONSES

78% RESPONSE RATE

Q21. Select all types of meetings where faculty members collaborate with one another:
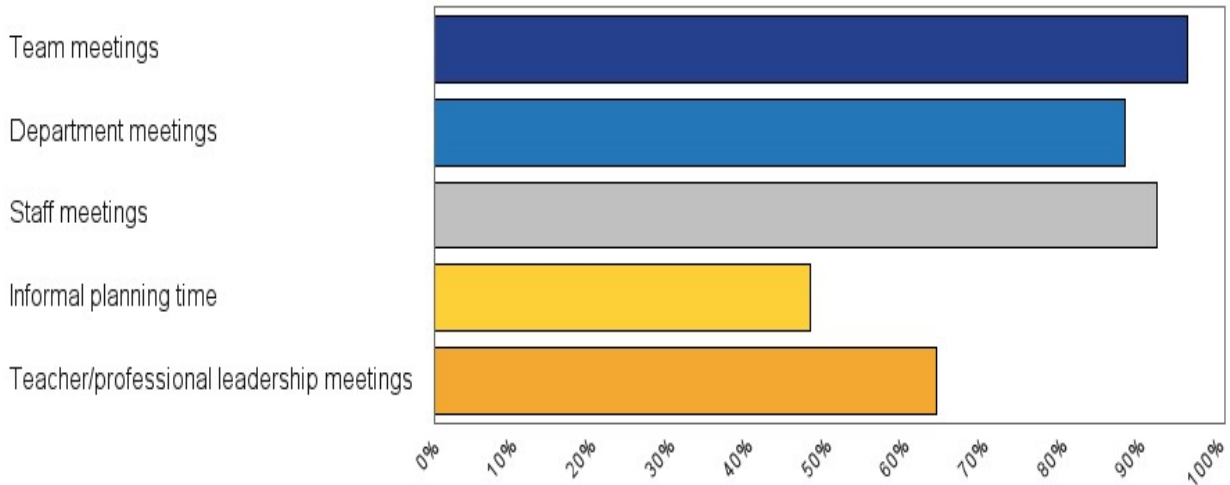
Q21. Select all types of meetings where faculty members collaborate with one another:	% by School	Total by School	% All Schools	Total All Schools
Team meetings	96%	24	90%	1,739
Department meetings	88%	22	67%	1,297
Staff meetings	92%	23	80%	1,553
Informal planning time	48%	12	73%	1,419
Teacher/professional leadership meetings	64%	16	65%	1,257
Other	0%	0	5%	95

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25 RESPONSES
78% RESPONSE RATE

**Q22. Please provide any additional information you feel is relevant to better inform the NYSED Charter School Office about this school and/or to make suggestions for areas the school can improve upon.**

Question Answer
I have been here for [years] and the school keeps on growing and getting better and better staff each year.
School lunch needs to be improved, school safety staff duties need to be more clearly stated, afterschool tutoring resources are needed.
The school can prove on getting supplies for the elective classes.

NYSED CSO Student Survey 2022

LOIS AND RICHARD NICOTRA EARLY COLLEGE CHARTER SCHOOL

66 RESPONSES

33% RESPONSE RATE

Student Participation
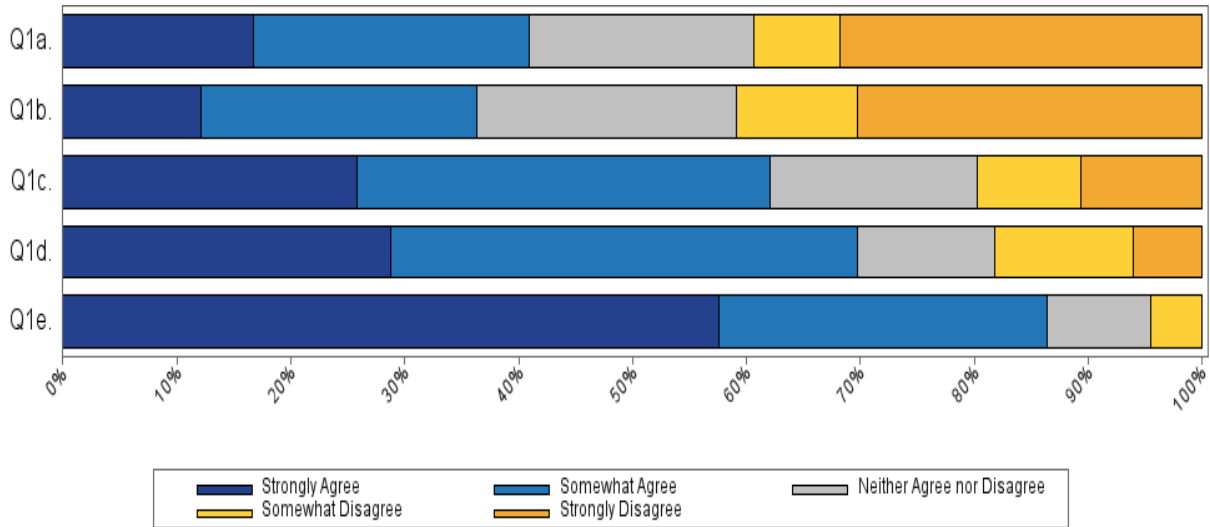
Student Participation		% by School	Total by School	% All Schools	Total All Schools
Q1a. I regularly attend school-sponsored events, such as school dances, sporting events, student performances, or other school activities.	Strongly Agree	17%	11	29%	845
	Somewhat Agree	24%	16	35%	1,025
	Neither Agree nor Disagree	20%	13	20%	589
	Somewhat Disagree	8%	5	8%	251
	Strongly Disagree	32%	21	8%	251
Q1b. I regularly participate in extra-curricular activities offered through this school such as school clubs or organizations, musical groups, sports teams, student government, or any other extra-curricular activities.	Strongly Agree	12%	8	29%	851
	Somewhat Agree	24%	16	30%	889
	Neither Agree nor Disagree	23%	15	20%	592
	Somewhat Disagree	11%	7	9%	267
	Strongly Disagree	30%	20	12%	362

Student Participation		% by School	Total by School	% All Schools	Total All Schools
Q1c. At this school, students have the opportunity to help decide things like class activities and rules.	Strongly Agree	26%	17	29%	863
	Somewhat Agree	36%	24	36%	1,061
	Neither Agree nor Disagree	18%	12	18%	542
	Somewhat Disagree	9%	6	9%	259
	Strongly Disagree	11%	7	8%	236
Q1d. There are opportunities for students at this school to get involved in sports, clubs, and other school activities outside of class.	Strongly Agree	29%	19	55%	1,633
	Somewhat Agree	41%	27	28%	820
	Neither Agree nor Disagree	12%	8	11%	317
	Somewhat Disagree	12%	8	3%	101
	Strongly Disagree	6%	4	3%	90
Q1e. I have the opportunity to be part of class discussions or activities.	Strongly Agree	58%	38	56%	1,670
	Somewhat Agree	29%	19	29%	859
	Neither Agree nor Disagree	9%	6	11%	318
	Somewhat Disagree	5%	3	2%	63
	Strongly Disagree	0%	0	2%	51

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LOIS AND RICHARD NICOTRA EARLY COLLEGE CHARTER SCHOOL

66 RESPONSES

33% RESPONSE RATE

School Physical Environment
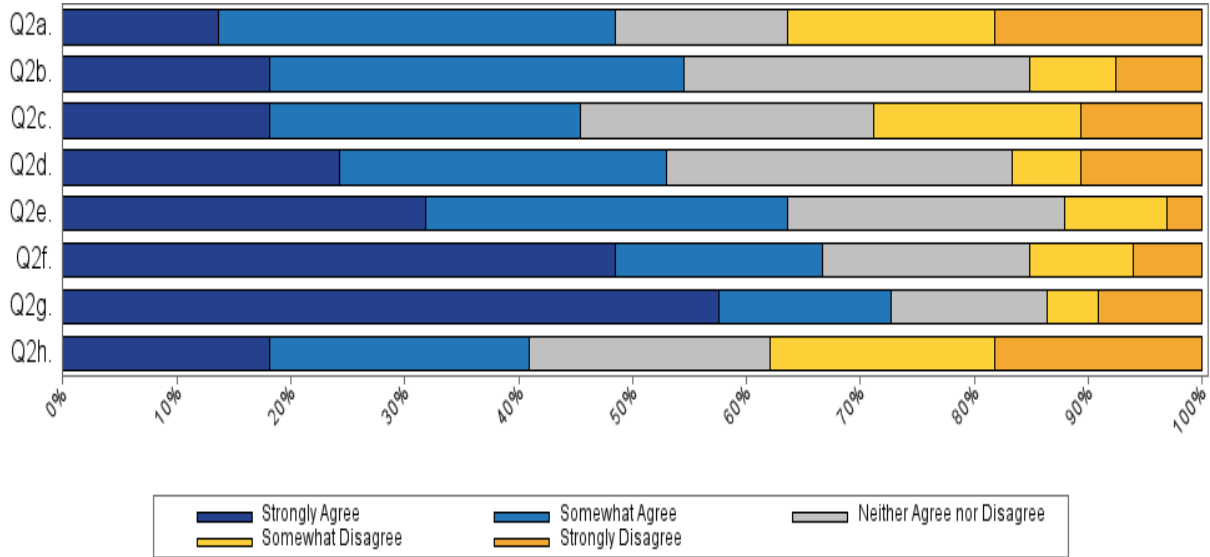
School Physical Environment		% by School	Total by School	% All Schools	Total All Schools
Q2a. The bathrooms in this school are clean.	Strongly Agree	14%	9	21%	613
	Somewhat Agree	35%	23	34%	1008
	Neither Agree nor Disagree	15%	10	22%	638
	Somewhat Disagree	18%	12	13%	390
	Strongly Disagree	18%	12	11%	312
Q2b. The temperature in this school is comfortable (there is heat and air conditioning as necessary).	Strongly Agree	18%	12	24%	713
	Somewhat Agree	36%	24	34%	1012
	Neither Agree nor Disagree	30%	20	22%	642
	Somewhat Disagree	8%	5	12%	366
	Strongly Disagree	8%	5	8%	228

School Physical Environment		% by School	Total by School	% All Schools	Total All Schools
Q2c. Repairs are made in a timely manner.	Strongly Agree	18%	12	20%	597
	Somewhat Agree	27%	18	30%	888
	Neither Agree nor Disagree	26%	17	32%	959
	Somewhat Disagree	18%	12	11%	314
	Strongly Disagree	11%	7	7%	203
Q2d. I am proud of the way my school looks.	Strongly Agree	24%	16	21%	624
	Somewhat Agree	29%	19	30%	896
	Neither Agree nor Disagree	30%	20	30%	891
	Somewhat Disagree	6%	4	10%	295
	Strongly Disagree	11%	7	9%	255
Q2e. I feel physically safe in my school.	Strongly Agree	32%	21	35%	1032
	Somewhat Agree	32%	21	33%	978
	Neither Agree nor Disagree	24%	16	21%	629
	Somewhat Disagree	9%	6	7%	196
	Strongly Disagree	3%	2	4%	126
Q2f. I feel safe traveling to and from my school.	Strongly Agree	48%	32	37%	1109
	Somewhat Agree	18%	12	31%	923
	Neither Agree nor Disagree	18%	12	20%	591
	Somewhat Disagree	9%	6	8%	230
	Strongly Disagree	6%	4	4%	108
Q2g. I have not had anything stolen from me at this school.	Strongly Agree	58%	38	51%	1513
	Somewhat Agree	15%	10	18%	520

NYSED CSO Student Survey

School Physical Environment		% by School	Total by School	% All Schools	Total All Schools
Q2g. I have not had anything stolen from me at this school.	Neither Agree nor Disagree	14%	9	15%	432
	Somewhat Disagree	5%	3	7%	197
	Strongly Disagree	9%	6	10%	299
Q2h. I have not seen any property damaged by students at this school.	Strongly Agree	18%	12	24%	701
	Somewhat Agree	23%	15	21%	608
	Neither Agree nor Disagree	21%	14	27%	788
	Somewhat Disagree	20%	13	14%	429
	Strongly Disagree	18%	12	15%	435

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LOIS AND RICHARD NICOTRA EARLY COLLEGE CHARTER SCHOOL

66 RESPONSES

33% RESPONSE RATE

Learning

Learning		% by School	Total by School	% All Schools	Total All Schools
Q3a. This school provides instructional materials (e.g., textbooks, handouts) that reflect my cultural background, ethnicity, and identity.	Strongly Agree	27%	18	40%	1,181
	Somewhat Agree	36%	24	33%	963
	Neither Agree nor Disagree	21%	14	20%	587
	Somewhat Disagree	14%	9	6%	170
	Strongly Disagree	2%	1	2%	60
Q3b. The things I'm learning in school are important to me.	Strongly Agree	20%	13	30%	879
	Somewhat Agree	29%	19	36%	1,072
	Neither Agree nor Disagree	29%	19	22%	664
	Somewhat Disagree	11%	7	8%	224
	Strongly Disagree	12%	8	4%	122

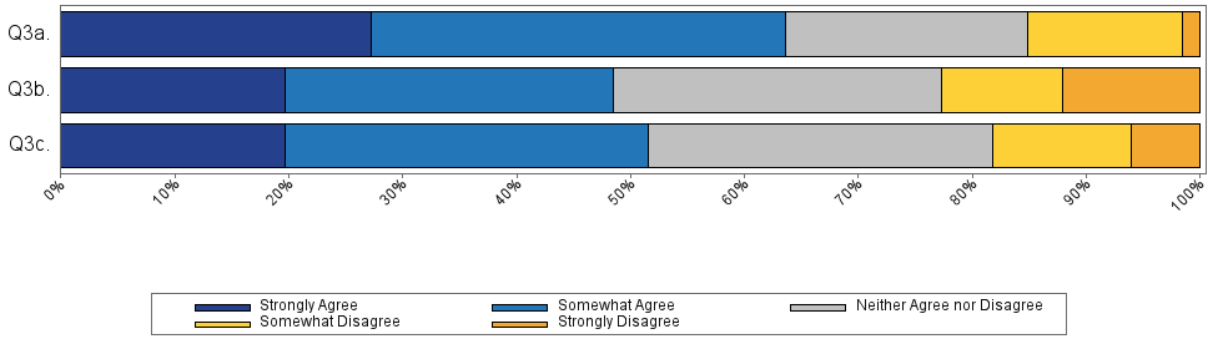| Learning		% by School	Total by School	% All Schools	Total All Schools
Q3c. Classroom environments support learning and are generally free from disruption.	Strongly Agree	20%	13	27%	804
	Somewhat Agree	32%	21	36%	1,054
	Neither Agree nor Disagree	30%	20	24%	709
	Somewhat Disagree	12%	8	9%	280
	Strongly Disagree	6%	4	4%	114

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LOIS AND RICHARD NICOTRA EARLY COLLEGE CHARTER SCHOOL

66 RESPONSES

33% RESPONSE RATE

Learning

Learning		% by School	Total by School	% All Schools	Total All Schools
Q4a. Most or all of my classes are challenging.	Strongly Agree	12%	8	19%	566
	Somewhat Agree	30%	20	39%	1,141
	Neither Agree nor Disagree	27%	18	28%	834
	Somewhat Disagree	17%	11	11%	317
	Strongly Disagree	14%	9	3%	103
Q4b. I feel that I am on-track for high school graduation.	Strongly Agree	44%	29	43%	1,259
	Somewhat Agree	32%	21	34%	1,018
	Neither Agree nor Disagree	18%	12	17%	506
	Somewhat Disagree	5%	3	4%	127
	Strongly Disagree	2%	1	2%	51

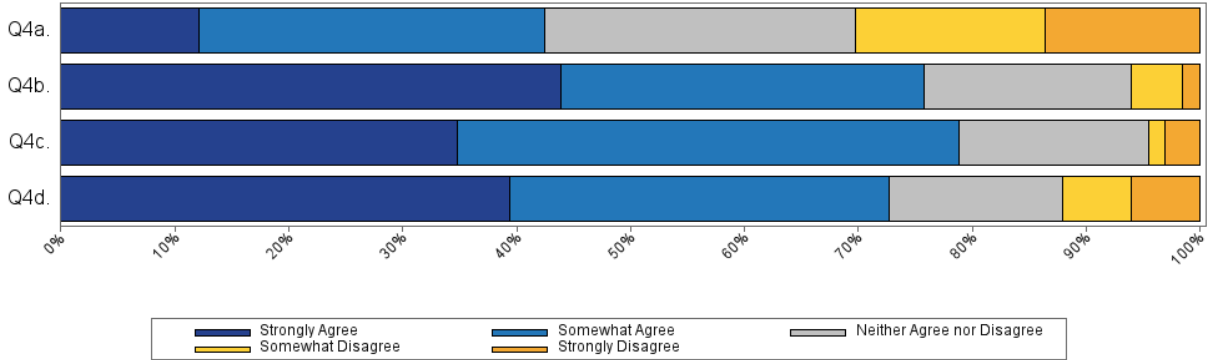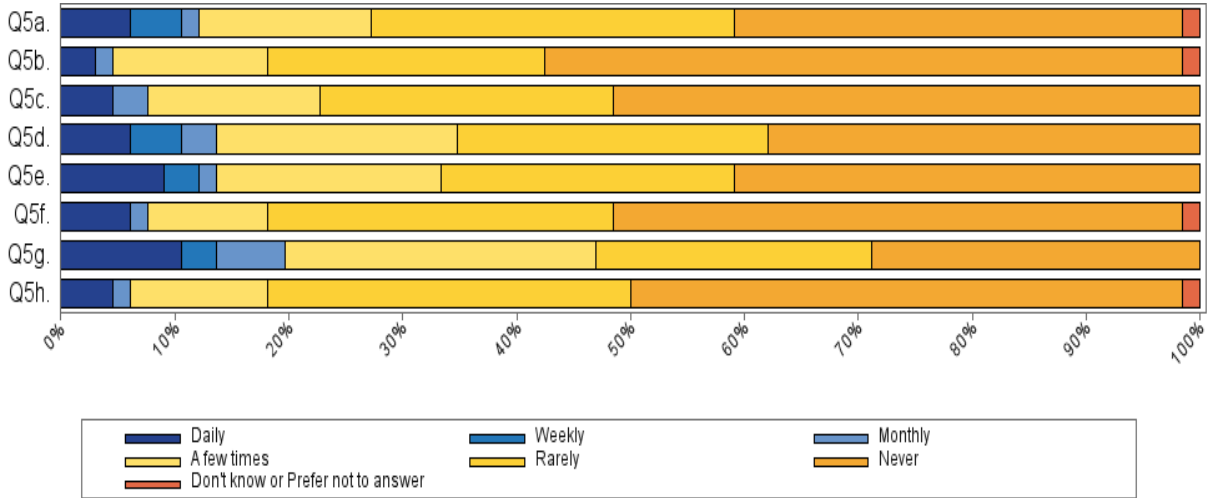| Learning		% by School	Total by School	% All Schools	Total All Schools
Q4c. The school provides me with college prep assistance and information.	Strongly Agree	35%	23	42%	1,246
	Somewhat Agree	44%	29	32%	943
	Neither Agree nor Disagree	17%	11	20%	582
	Somewhat Disagree	2%	1	5%	141
	Strongly Disagree	3%	2	2%	49
Q4d. I know who to talk to for information about different careers.	Strongly Agree	39%	26	45%	1,319
	Somewhat Agree	33%	22	30%	877
	Neither Agree nor Disagree	15%	10	18%	525
	Somewhat Disagree	6%	4	5%	154
	Strongly Disagree	6%	4	3%	86

NYSED CSO Student Survey 2022

LOIS AND RICHARD NICOTRA EARLY COLLEGE CHARTER SCHOOL

66 RESPONSES

33% RESPONSE RATE

Bullying

Bullying		% by School	Total by School	% All Schools	Total All Schools
Q5a. Student to student based on a student's real or perceived race or ethnicity.	Daily	6%	4	14%	429
	Weekly	5%	3	7%	194
	Monthly	2%	1	3%	94
	A few times	15%	10	16%	483
	Rarely	32%	21	22%	646
	Never	39%	26	36%	1,071
	Don't know	2%	1	1%	44
Q5b. Student to student based on a student's real or perceived religion.	Daily	3%	2	11%	328
	Weekly	0%	0	5%	149
	Monthly	2%	1	3%	80
	A few times	14%	9	12%	347
	Rarely	24%	16	19%	559
	Never	56%	37	49%	1,449
	Don't know	2%	1	2%	49
Q5c. Student to student based on a student's real or perceived disability.	Daily	5%	3	11%	323
	Weekly	0%	0	4%	126
	Monthly	3%	2	3%	77
	A few times	15%	10	13%	374
	Rarely	26%	17	20%	596
	Never	52%	34	48%	1,424
	Don't know	0%	0	1%	41

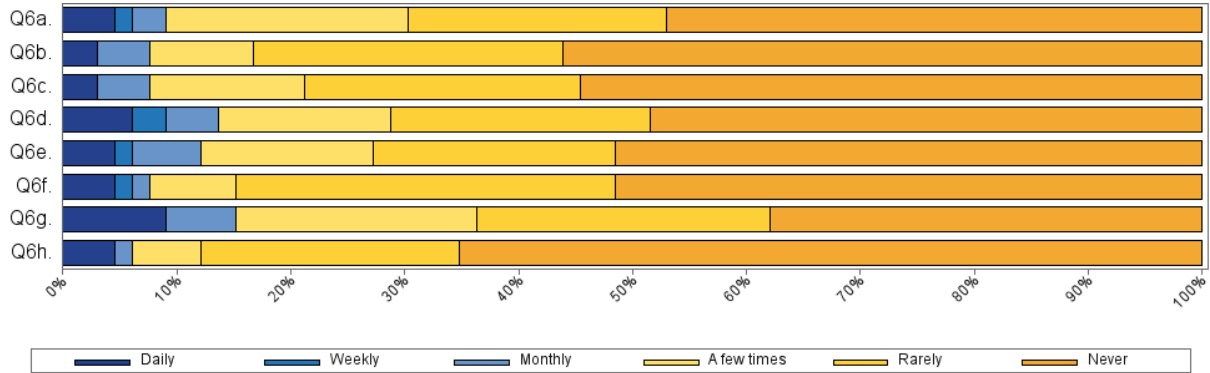| Bullying		% by School	Total by School	% All Schools	Total All Schools
Q5d. Student to student based on a student's real or perceived gender identity.	Daily	6%	4	12%	359
	Weekly	5%	3	6%	170
	Monthly	3%	2	3%	77
	A few times	21%	14	16%	488
	Rarely	27%	18	20%	593
	Never	38%	25	41%	1,228
	Don't know	0%	0	2%	46
Q5e. Student to student based on a student's real or perceived sexual identity.	Daily	9%	6	13%	396
	Weekly	3%	2	6%	174
	Monthly	2%	1	4%	105
	A few times	20%	13	15%	447
	Rarely	26%	17	20%	584
	Never	41%	27	41%	1,204
	Don't know	0%	0	2%	51
Q5f. Student to student based on a student's real or perceived economic status.	Daily	6%	4	11%	322
	Weekly	0%	0	5%	143
	Monthly	2%	1	3%	100
	A few times	11%	7	12%	365
	Rarely	30%	20	20%	597
	Never	50%	33	47%	1,387
	Don't know	2%	1	2%	47
Q5g. Student to student based on another reason.	Daily	11%	7	15%	431
	Weekly	3%	2	6%	176
	Monthly	6%	4	4%	109
	A few times	27%	18	18%	535
	Rarely	24%	16	21%	636
	Never	29%	19	35%	1,028
	Don't know	0%	0	2%	46
Q5h. Teacher or administrator to student based on any of the categories listed above.	Daily	5%	3	11%	329
	Weekly	0%	0	4%	125
	Monthly	2%	1	2%	73
	A few times	12%	8	11%	315
	Rarely	32%	21	18%	529
	Never	48%	32	52%	1,541
	Don't know	2%	1	2%	49

NYSED CSO Student Survey 2022

LOIS AND RICHARD NICOTRA EARLY COLLEGE CHARTER SCHOOL

66 RESPONSES

33% RESPONSE RATE

Cyberbullying

Cyberbullying		% by School	Total by School	% All Schools	Total All Schools
Q6a. Student to student based on a student's real or perceived race or ethnicity.	Daily	5%	3	12%	367
	Weekly	2%	1	6%	172
	Monthly	3%	2	3%	85
	A few times	21%	14	15%	436
	Rarely	23%	15	18%	546
	Never	47%	31	46%	1,355
Q6b. Student to student based on a student's real or perceived religion.	Daily	3%	2	10%	288
	Weekly	0%	0	6%	164
	Monthly	5%	3	3%	97
	A few times	9%	6	12%	342
	Rarely	27%	18	18%	542
	Never	56%	37	52%	1,528
Q6c. Student to student based on a student's real or perceived disability.	Daily	3%	2	10%	293
	Weekly	0%	0	4%	132
	Monthly	5%	3	3%	102
	A few times	14%	9	13%	396
	Rarely	24%	16	18%	547
	Never	55%	36	50%	1,491

Cyberbullying		% by School	Total by School	% All Schools	Total All Schools
Q6d. Student to student based on a student's real or perceived gender identity.	Daily	6%	4	11%	316
	Weekly	3%	2	5%	142
	Monthly	5%	3	4%	116
	A few times	15%	10	15%	444
	Rarely	23%	15	18%	544
	Never	48%	32	47%	1,399
Q6e. Student to student based on a student's real or perceived sexual identity.	Daily	5%	3	11%	321
	Weekly	2%	1	5%	157
	Monthly	6%	4	5%	134
	A few times	15%	10	14%	429
	Rarely	21%	14	18%	535
	Never	52%	34	47%	1,385
Q6f. Student to student based on a student's real or perceived economic status.	Daily	5%	3	10%	291
	Weekly	2%	1	5%	153
	Monthly	2%	1	4%	114
	A few times	8%	5	12%	369
	Rarely	33%	22	19%	556
	Never	52%	34	50%	1,478
Q6g. Student to student based on another reason.	Daily	9%	6	12%	363
	Weekly	0%	0	6%	177
	Monthly	6%	4	5%	138
	A few times	21%	14	16%	478
	Rarely	26%	17	19%	560
	Never	38%	25	42%	1,245
Q6h. Teacher or administrator to student based on any of the categories listed above.	Daily	5%	3	10%	285
	Weekly	0%	0	5%	146
	Monthly	2%	1	3%	98
	A few times	6%	4	10%	297
	Rarely	23%	15	15%	454
	Never	65%	43	57%	1,681

Q7. If you did experience or observe cyberbullying,

please list examples of the types of cyberbullying you saw:

| Question Answer |
| --- |
| Texts/ post of students telling other students to kill themselves, posting personal information against them, etc. |
| Instagram Accounts |
| telling someone to kill themselves, transphobia, misrepresentation/weaponization of health conditions. |
| There was Instagram pages made attacking students ! |
| harassment |
| Harassment, Dissing, Trolling, Flaming, And or creating Made up profiles |
| I have witnessed and been a victim of Cyberbullying, dissing trolling and Harassment early on in the school year all the way until February by numerous kids in the school, and have seen it happen to other kids. |
| I have not seen any but I have experienced some myself like being called racial slurs. |
| Making fun of kids and me |

NYSED CSO Student Survey 2022

LOIS AND RICHARD NICOTRA EARLY COLLEGE CHARTER SCHOOL

66 RESPONSES

33% RESPONSE RATE

Teacher Involvement
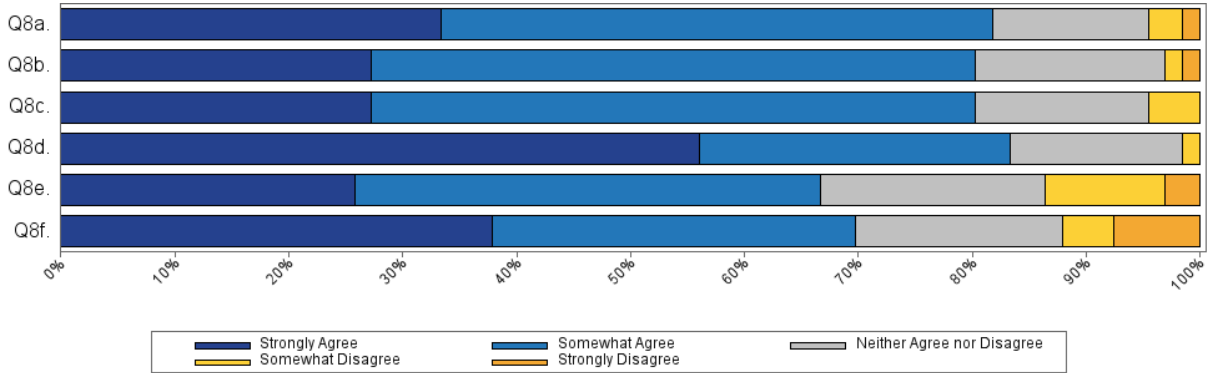
Teacher Involvement		% by School	Total by School	% All Schools	Total All Schools
Q8a. Most or all of my teachers are available to help me with schoolwork.	Strongly Agree	33%	22	44%	1,292
	Somewhat Agree	48%	32	39%	1,154
	Neither Agree nor Disagree	14%	9	13%	387
	Somewhat Disagree	3%	2	3%	90
	Strongly Disagree	2%	1	1%	38
Q8b. Most or all of my teachers care about me.	Strongly Agree	27%	18	37%	1,085
	Somewhat Agree	53%	35	35%	1,035
	Neither Agree nor Disagree	17%	11	22%	639
	Somewhat Disagree	2%	1	4%	132
	Strongly Disagree	2%	1	2%	70

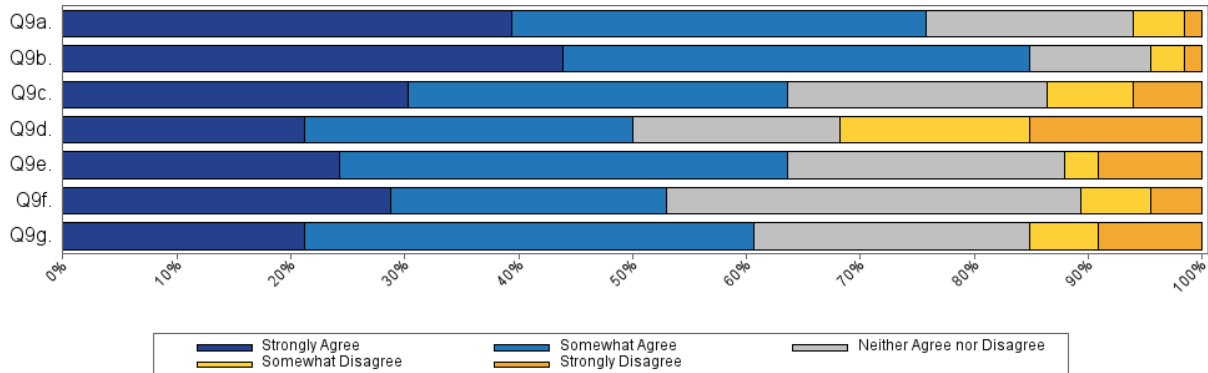| Teacher Involvement		% by School	Total by School	% All Schools	Total All Schools
Q8c. Most or all of my teachers give me individual attention when I ask and even when I don't ask but need it.	Strongly Agree	27%	18	35%	1,039
	Somewhat Agree	53%	35	37%	1,083
	Neither Agree nor Disagree	15%	10	21%	610
	Somewhat Disagree	5%	3	6%	171
	Strongly Disagree	0%	0	2%	58
Q8d. Most or all of my teachers expect me to do my best all the time.	Strongly Agree	56%	37	50%	1,469
	Somewhat Agree	27%	18	32%	948
	Neither Agree nor Disagree	15%	10	14%	423
	Somewhat Disagree	2%	1	3%	86
	Strongly Disagree	0%	0	1%	35
Q8e. Most or all of my teachers often connect what I am learning to life outside the classroom.	Strongly Agree	26%	17	32%	958
	Somewhat Agree	41%	27	34%	1,017
	Neither Agree nor Disagree	20%	13	22%	650
	Somewhat Disagree	11%	7	7%	215
	Strongly Disagree	3%	2	4%	121
Q8f. I have at least one adult at the school that I can talk to about problems I'm dealing with outside of school.	Strongly Agree	38%	25	44%	1,317
	Somewhat Agree	32%	21	24%	723
	Neither Agree nor Disagree	18%	12	18%	547
	Somewhat Disagree	5%	3	5%	145
	Strongly Disagree	8%	5	8%	229

NYSED CSO Student Survey 2022

LOIS AND RICHARD NICOTRA EARLY COLLEGE CHARTER SCHOOL

66 RESPONSES

33% RESPONSE RATE

Behavior Management

	Strongly Agree	Somewhat Agree	Neither Agree nor Disagree
	Somewhat Disagree	Strongly Disagree	

Behavior Management		% by School	Total by School	% All Schools	Total All Schools
Q9a. I am treated respectfully by most or all of my fellow students.	Strongly Agree	39%	26	35%	1048
	Somewhat Agree	36%	24	37%	1098
	Neither Agree nor Disagree	18%	12	19%	549
	Somewhat Disagree	5%	3	6%	172
	Strongly Disagree	2%	1	3%	94
Q9b. I am treated respectfully by most or all of my teachers and other adults in my school.	Strongly Agree	44%	29	47%	1397
	Somewhat Agree	41%	27	32%	953
	Neither Agree nor Disagree	11%	7	15%	439
	Somewhat Disagree	3%	2	4%	120
	Strongly Disagree	2%	1	2%	52

| Behavior Management		% by School	Total by School	% All Schools	Total All Schools
Q9c. Most or all of the adults working at this school reward students for positive behavior.	Strongly Agree	30%	20	35%	1024
	Somewhat Agree	33%	22	33%	966
	Neither Agree nor Disagree	23%	15	23%	684
	Somewhat Disagree	8%	5	6%	173
	Strongly Disagree	6%	4	4%	114
Q9d. I feel that the school's discipline policy is applied fairly to all students.	Strongly Agree	21%	14	29%	872
	Somewhat Agree	29%	19	29%	860
	Neither Agree nor Disagree	18%	12	23%	689
	Somewhat Disagree	17%	11	10%	290
	Strongly Disagree	15%	10	8%	250
Q9e. Most or all of the adults working at this school help students develop strategies to understand and control their feelings and actions.	Strongly Agree	24%	16	33%	986
	Somewhat Agree	39%	26	34%	992
	Neither Agree nor Disagree	24%	16	24%	701
	Somewhat Disagree	3%	2	6%	173
	Strongly Disagree	9%	6	4%	109
Q9f. I feel that the school culture supports me.	Strongly Agree	29%	19	34%	1017
	Somewhat Agree	24%	16	31%	907
	Neither Agree nor Disagree	36%	24	26%	766
	Somewhat Disagree	6%	4	5%	151
	Strongly Disagree	5%	3	4%	120

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LOIS AND RICHARD NICOTRA EARLY COLLEGE CHARTER SCHOOL

66 RESPONSES

33% RESPONSE RATE

My school teaches me...
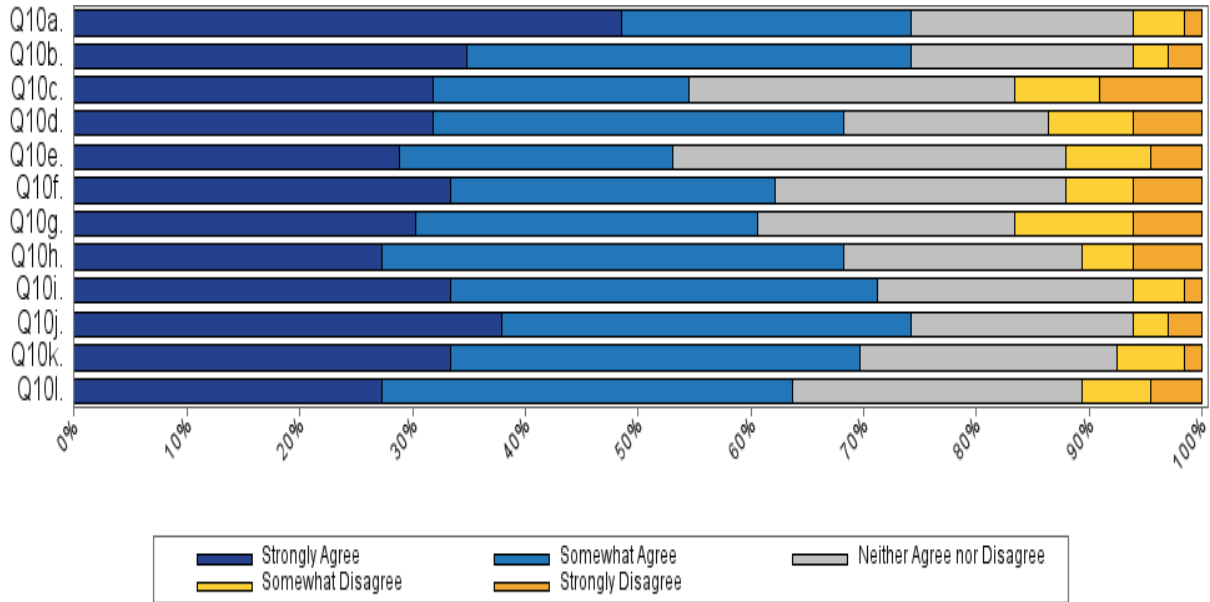
My school teaches me...		% by School	Total by School	% All Schools	Total All Schools
Q10a. ...to be respectful of all people, regardless of their background or appearance.	Strongly Agree	48%	32	50%	1,479
	Somewhat Agree	26%	17	28%	839
	Neither Agree nor Disagree	20%	13	17%	498
	Somewhat Disagree	5%	3	3%	76
	Strongly Disagree	2%	1	2%	69
Q10b. ...what bullying behavior looks like.	Strongly Agree	35%	23	39%	1,140
	Somewhat Agree	39%	26	30%	875
	Neither Agree nor Disagree	20%	13	24%	698
	Somewhat Disagree	3%	2	5%	135
	Strongly Disagree	3%	2	4%	113

My school teaches me...		% by School	Total by School	% All Schools	Total All Schools
Q10c. ...what to do if I am bullied or see someone else being bullied.	Strongly Agree	32%	21	39%	1,142
	Somewhat Agree	23%	15	29%	847
	Neither Agree nor Disagree	29%	19	24%	701
	Somewhat Disagree	8%	5	5%	156
	Strongly Disagree	9%	6	4%	115
Q10d. ...skills for coping with stressful events and situations.	Strongly Agree	32%	21	37%	1,096
	Somewhat Agree	36%	24	30%	878
	Neither Agree nor Disagree	18%	12	23%	672
	Somewhat Disagree	8%	5	6%	185
	Strongly Disagree	6%	4	4%	130
Q10e. ...how to organize my time.	Strongly Agree	29%	19	37%	1,105
	Somewhat Agree	24%	16	31%	918
	Neither Agree nor Disagree	35%	23	22%	653
	Somewhat Disagree	8%	5	6%	180
	Strongly Disagree	5%	3	4%	105
Q10f. ...how to make decisions that are good for my health.	Strongly Agree	33%	22	39%	1,159
	Somewhat Agree	29%	19	31%	913
	Neither Agree nor Disagree	26%	17	22%	646
	Somewhat Disagree	6%	4	5%	148
	Strongly Disagree	6%	4	3%	95
Q10g. ...how to recognize the emotions I am feeling.	Strongly Agree	30%	20	34%	1,015
	Somewhat Agree	30%	20	29%	858

My school teaches me...		% by School	Total by School	% All Schools	Total All Schools
Q10g. ...how to recognize the emotions I am feeling.	Neither Agree nor Disagree	23%	15	26%	765
	Somewhat Disagree	11%	7	7%	202
	Strongly Disagree	6%	4	4%	121
Q10h. ...ways to keep calm when I am upset.	Strongly Agree	27%	18	34%	1,019
	Somewhat Agree	41%	27	29%	864
	Neither Agree nor Disagree	21%	14	25%	755
	Somewhat Disagree	5%	3	6%	183
	Strongly Disagree	6%	4	5%	140
Q10i. ...about other cultures	Strongly Agree	33%	22	41%	1,206
	Somewhat Agree	38%	25	32%	946
	Neither Agree nor Disagree	23%	15	20%	600
	Somewhat Disagree	5%	3	4%	124
	Strongly Disagree	2%	1	3%	85
Q10j. ...about the value of education for my future success and well-being.	Strongly Agree	38%	25	45%	1,334
	Somewhat Agree	36%	24	31%	925
	Neither Agree nor Disagree	20%	13	19%	561
	Somewhat Disagree	3%	2	3%	81
	Strongly Disagree	3%	2	2%	60
Q10k. ...where to go to if I am struggling with my school work.	Strongly Agree	33%	22	42%	1,238
	Somewhat Agree	36%	24	32%	933
	Neither Agree nor Disagree	23%	15	21%	610
	Somewhat Disagree	6%	4	4%	107

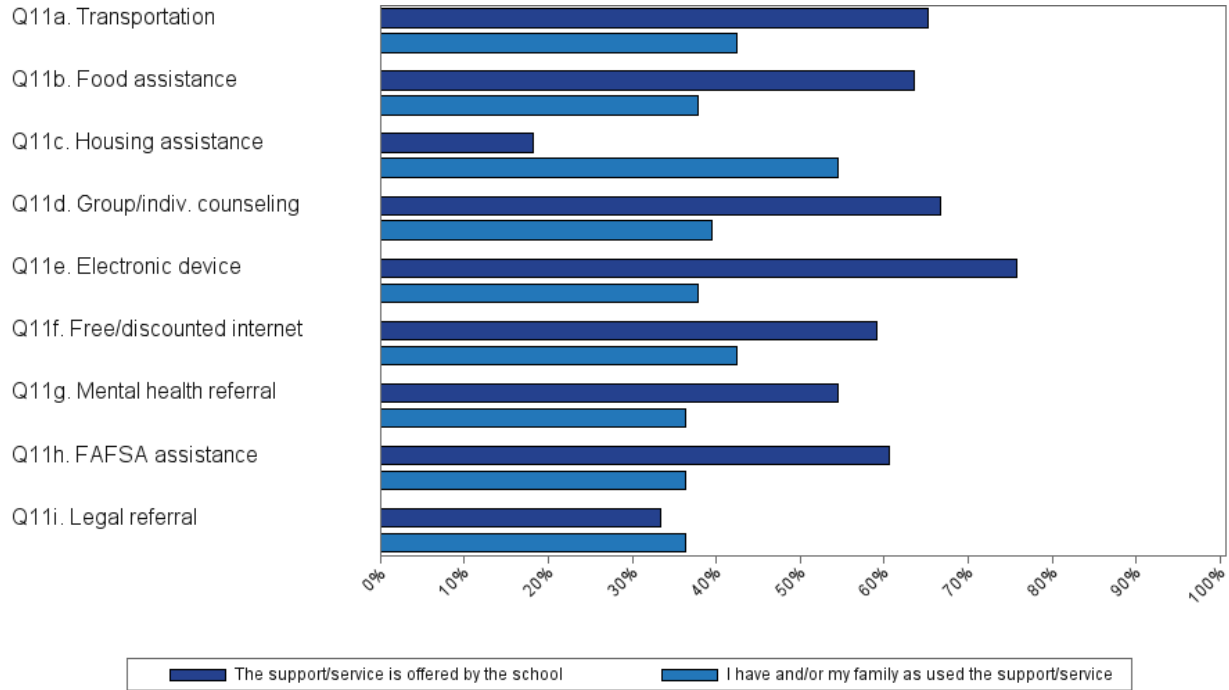| My school teaches me...		% by School	Total by School	% All Schools	Total All Schools
Q10k. ...where to go to if I am struggling with my school work.	Strongly Disagree	2%	1	2%	73
Q10l. ...where to go to if I am struggling with my emotions or something that happened to me.	Strongly Agree	27%	18	38%	1,116
	Somewhat Agree	36%	24	29%	862
	Neither Agree nor Disagree	26%	17	23%	690
	Somewhat Disagree	6%	4	6%	168
	Strongly Disagree	5%	3	4%	125

NYSED CSO Student Survey 2022

LOIS AND RICHARD NICOTRA EARLY COLLEGE CHARTER SCHOOL

## 66 RESPONSES

33% RESPONSE RATE

Support Services

Support Services		% by School	Total by School	% All Schools	Total All Schools
Q11a. Transportation	The support/service is offered by the school	65%	43	68%	2,024
	I have and/or my family as used the support/service	42%	28	37%	1,107

Support Services		% by School	Total by School	% All Schools	Total All Schools
Q11b. Food assistance	The support/service is offered by the school	64%	42	66%	1,961
	I have and/or my family as used the support/service	38%	25	36%	1,055
Q11c. Housing assistance	The support/service is offered by the school	18%	12	31%	921
	I have and/or my family as used the support/service	55%	36	46%	1,357
Q11d. Group/indiv. counseling	The support/service is offered by the school	67%	44	67%	1,976
	I have and/or my family as used the support/service	39%	26	28%	823
Q11e. Electronic device	The support/service is offered by the school	76%	50	75%	2,221
	I have and/or my family as used the support/service	38%	25	36%	1,059
Q11f. Free/discounted internet	The support/service is offered by the school	59%	39	58%	1,725
	I have and/or my family as used the support/service	42%	28	38%	1,127
Q11g. Mental health referral	The support/service is offered by the school	55%	36	54%	1,599

Support Services		% by School	Total by School	% All Schools	Total All Schools
Q11g. Mental health referral	I have and/or my family as used the support/service	36%	24	32%	962
Q11h. FAFSA assistance	The support/service is offered by the school	61%	40	65%	1,927
	I have and/or my family as used the support/service	36%	24	27%	812
Q11i. Legal referral	The support/service is offered by the school	33%	22	47%	1,395
	I have and/or my family as used the support/service	36%	24	33%	964

LOIS AND RICHARD NICOTRA EARLY COLLEGE CHARTER SCHOOL

66 RESPONSES

33% RESPONSE RATE

Q12. Would you choose to be attending a different school if you could?
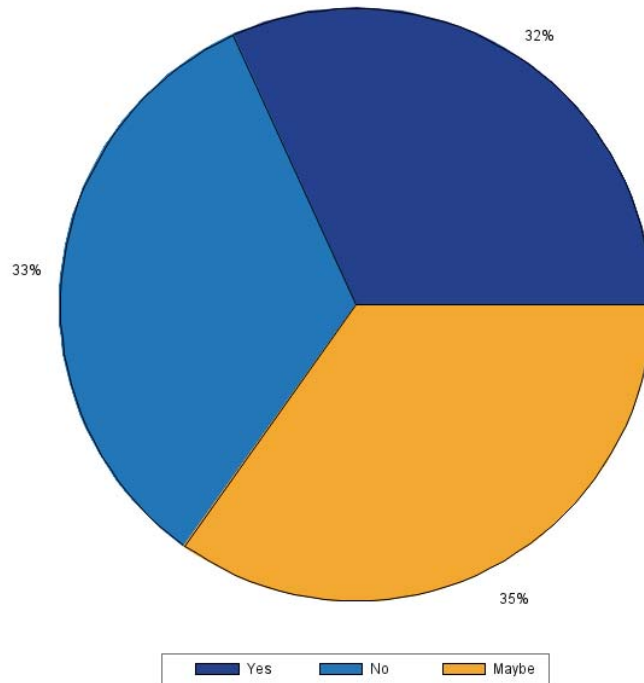
School Choice		% by School	Total by School	% All Schools	Total All Schools
Q12. Would you choose to be attending a different school if you could?	Yes	32%	21	26%	781
	No	33%	22	39%	1,151
	Maybe	35%	23	35%	1,029

Q13a. Explain why you chose "Yes" as your answer to

"Would you choose to be attending a different school if you could?"

Question Answer
The math teacher is not a good teacher
Because I just saw a law and justice high school
I would like to have more opportunities.
because we have no official gym or sports team which makes me very upset .
High school is suppose to be the best year of our lives and it's honestly the worse being in this school! Middle school was better .
To graduate
I would only because there so little students in the school and I understand its a charter school its supposed to be small so they can help students but i would only because the school isnt like other schools we have to worry bout people below us in the 4th floor which is an office and it makes no sense they a built a school in a building w other businesses its a good school though, nice people and teachers
I would choose another school if I Could because this school has no funding therefore we have no trips, no dances, no field days and clubs just started this May.
There are too many reasons to fit here, but the lack of important classes, lack of discipline, disregard for students feelings/stress, lack of understanding, and lack of extracurriculars are some important issues, among many, many more.
I want the actual experience of high school. we have no sports teams and stuff but i guess it's alright
Because the school is really bad and lacks to show children emotions
I am a senior and this school doesn't give me any support in my upcoming journey to college. There have been months where I didn't have core classes. Such as math, science, and English. After I graduate, during the summer, I have to take tutoring classes to makeup the knowledge that I missed due to the lack of teachers that were at this school. Honestly, I regret coming here.
Cause this school is really underprepared and has disappointed me multiple times
I don't like it here
there's no good opportunities here
i wanted a regular high school experience
It true the school me to express my thoughts and suggestions.
personal preference

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66 RESPONSES

33% RESPONSE RATE

Q13b. Explain why you chose "No" as your answer to

"Would you choose to be attending a different school if you could?"

Question Answer
i love Nicotra
I made some amazing friends that make me want to stay in this school.
I have friends for once
I like my friends and some teacher and this school is really nice
I like my friends
Because I feel happy in the school that i'm in and I am happy where I am at and feel like I belong here. I don ' t want to go to another school and make new friends and all of that where here I feel happy and I really enjoy it here and people care about me in this school
Because this benefited me the most in the long run.
i have many friends her and due to the small class sizes i can get help from teachers easier
I met a lot of the people I care about now in this school. Plus I graduate within 2 months so it would be pointless to transfer.
The college program helps
I wouldn't change my school even if I had a choice
I love the fact I had the option to continue remotely. It has been a huge benefit to me. The teachers have always helped me reach my full potential too
It is already my last year so i find no use in transferring schools.
Although this school isn't bad but its not good either (education wise), what matters is the people in the school. I made friends and able to get along with adults in this school
I enjoy the school sometimes

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66 RESPONSES

33% RESPONSE RATE

Q13c. Explain why you chose "Maybe" as your answer to

"Would you choose to be attending a different school if you could?"

Question Answer
Because i kinda miss my old school with my childhood friends
I would problably transfer because if it was a law school I would most likely attend since I would like a career on law
I like this school. The teachers are nice and the work is pretty easy if you pay attention. However it lacks certain school needs
Im open to anything so i sometimes get bored easy
Some teachers could be rude
I say maybe because it is an 50/50 decision .
It depends on my mental health at the time
if i see that a school can help me with what i want to be when im done with school i would switch
There are many other schools with better programs and are more prepared compared to right now where there are still some classes such as a wide variety of electives for example are missing.
It's really hard to tell even though it's the end of the year for us so I'm in the middle of this question.
I think this school has good opportunities and can potentially be very good, but I wouldn't want to be the first class again.
This school had alot of negative and postitve impacts on me.
Depends on what the other school has to offer.
Because I do like this school but I'm not sure if it's as good as other schools plus I might be able to graduate early at this school
There are some aspects of this school that I think can be improved. For example, having a more interesting curriculum where students would want to attend every class. Also, have better teachers so students can understand them. And have fun events like trips, dances, fun assemblies, etc.
I would like to be in a school that has a culture of sports and activities.
I would because I feel like they would have probably have better opportunities.
because I don't really mind

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LOIS AND RICHARD NICOTRA EARLY COLLEGE CHARTER SCHOOL

66 RESPONSES

33% RESPONSE RATE

Q14. If there is anything else you would like us to know about your experience in this school, please let us know here.

Question Answer
i would like a full basketball court for gym please
I am a senior and this school doesn't give me any support in my upcoming journey to college. There have been months where I didn't have core classes. Such as math, science, and English. After I graduate, during the summer, I have to take tutoring classes to makeup the knowledge that I missed due to the lack of teachers that were at this school. Honestly, I regret coming here.
Other schools can offer way more while allowing you to earn college credits.
This school is truly a waste of time and does not do positively on a students mental health nor outlook on life. I have not met a student who said they liked this school and I do not blame them.